

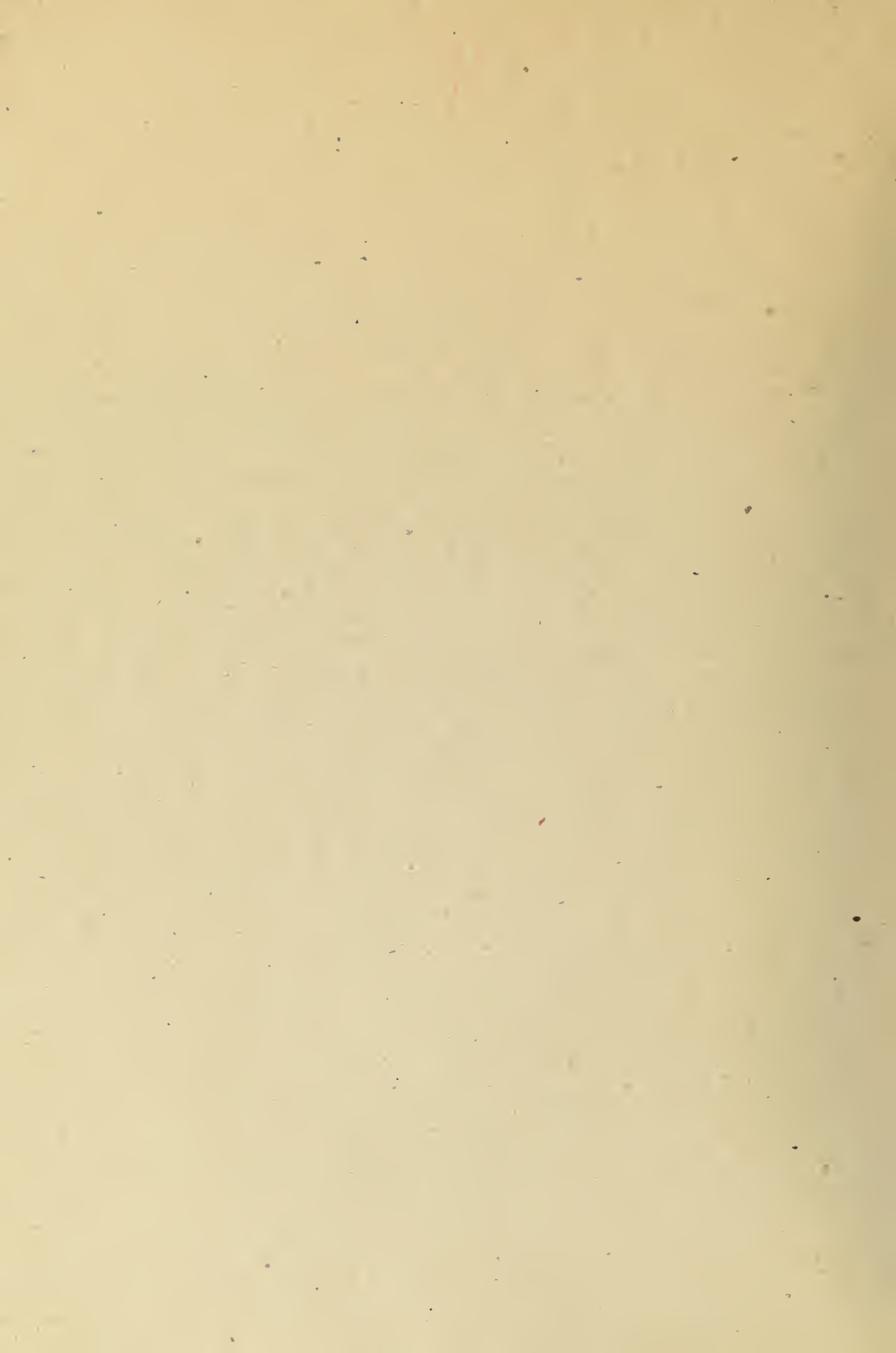
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Elementary Curriculum Guide

for

SOCIAL STUDIES - ENTERPRISE

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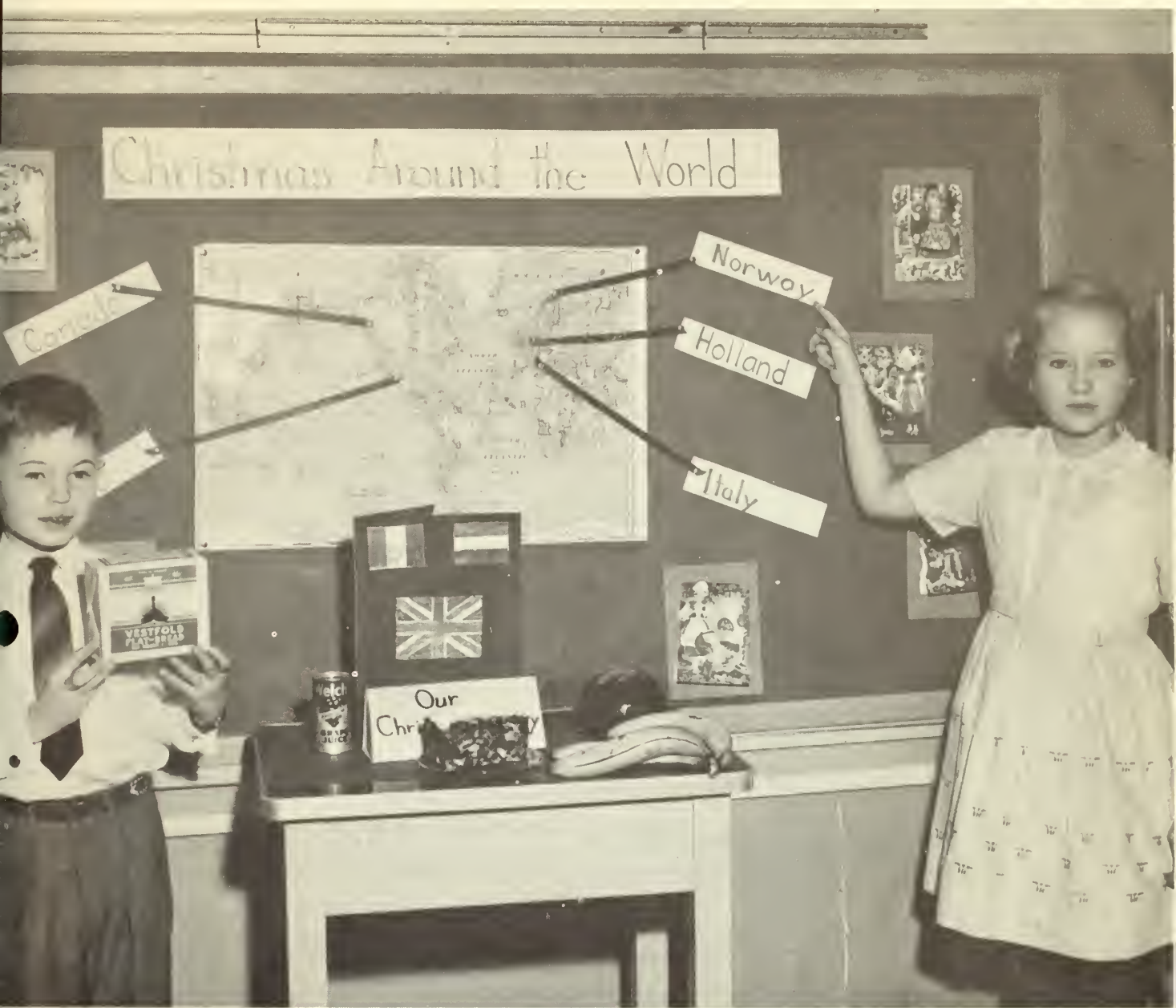
DEPARTMENT OF EDUCATION

Edmonton, Alberta

1964

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Through a study of "Christmas in Other Lands," this third-grade class is acquiring knowledge, and developing desirable skills, as well as an appreciation of other people.

Acknowledgement

The Department of Education acknowledges with appreciation the contribution of the following committee and subcommittee members to the preparation of this Curriculum Guide for Social Studies-Enterprise:

ELEMENTARY SCHOOL CURRICULUM COMMITTEE

- M. L. Watts, Director of Curriculum, chairman*
A. M. Arbeau, Edmonton Separate School Board
A. G. Bayly, Assistant Superintendent, Edmonton
Public School Board
Mrs. M. Chorny, HSA, Calgary
D. Cooney, Acting Ass't Superintendent, Edmonton
Public School Board
O. S. Geiger, Ass't Superintendent, Calgary School
Board
H. J. Hall, Superintendent of Schools, Red Deer
H. Kolesar, Superintendent of Schools, Vegreville
Miss D. Lowrie, ATA, Leduc
J. E. Ware, ASTA, Wetaskiwin
Dr. W. Worth, Faculty of Education, University of
Alberta, Edmonton
A. D. G. Yates, Principal, Grandview Heights Jr.
High School, Edmonton
N. M. Purvis, Associate Director of Curriculum

ENTERPRISE SUBCOMMITTEE

- H. J. Hall, Superintendent of Schools, Red Deer,*
chairman
Miss A. Carmichael, Supervisor Division I, Edmonton
Public School Board
D. Cooney, Acting Ass't Superintendent, Edmonton
Public School Board
Miss E. Moore, Faculty of Education, University of
Alberta, Edmonton
Miss R. McLachlan, Principal Renfrew School, Calgary
Mrs. L. Schick, Bon Accord
L. C. Turley, Senator Patrick Burns Jr. High School,
Calgary
Miss G. Willison, Rutherford School, Edmonton

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SOCIAL STUDIES - ENTERPRISE CURRICULUM GUIDE

CHAPTER I — INTRODUCTION

History of Social Studies-Enterprise in Alberta

In 1936 a new scheme of organization was introduced into Alberta Schools. Grades I-VI were designated the Elementary School, Grades VII-IX the Intermediate School and Grades X-XII the High School. The Elementary School was further divided into Division I (Grades I, II, III) and Division II (Grades IV, V, VI). It was anticipated this organization would provide a greater opportunity to meet the individual needs of pupils. It was recommended that the lock-step movement of pupils in the grade organization should be replaced by a more flexible approach permitted by the organization into two divisions.

An activity program in Grades I-VI called the Enterprise, was introduced at the same time as the reorganization. It was based on the following principles:

1. Learning is not something that a child "gets" but something that he "does".
2. The school program must respond meaningfully and purposefully to the child's call for things to do by setting up goals for the child's activity as well as objectives for the teacher.
3. The natural way of learning used by children in their play life may be adopted by the school, and redirected to educational objectives.
4. School learnings embrace not merely the knowledge and skills of the traditional school subjects but also many appreciations, attitudes, ideals and incidental habits and abilities.
5. The school program must provide not only instruction in the "ways of living", but opportunities for practice in work and play, the everyday responsibilities that make up "the business of living".
6. The teacher will check carefully and diligently for the learning outcomes of social activities and experiences.
7. It is both desirable and feasible to correlate many different subject areas and to consolidate them in social studies or social activities and experiences.

The content of the program was grouped in two ways:

1. As subjects
2. As enterprises

The subjects were Reading, Literature, Speech Training, Verse Speaking and Choral Speech, Language and Spelling, Writing, Arithmetic, Social Studies, Elementary Science and Health Education, Physical Education, Art, and Music.

The enterprises were called "Social Activities" in Division I, and "Social Experiences" in Division II.

The following excerpt from the *1936 Program of Studies for the Elementary School* may be of interest:

"It will be possible, therefore, for the teacher either to use the enterprise procedure, or to present the material of the outlines in a series of formal lessons. In actual practice, however, the teacher will not find it desirable to follow exclusively either the enterprise procedure or that of formal teaching."

In 1942 the Program of Studies contained these changes and observations:

The program was to be centered around the general theme of our basic human needs—food, clothing, shelter, work, transportation and communication, recreation, expression, education, and health and protection. The content was to be drawn largely from the fields of social studies, science, and health. Any attempt to teach these subjects formally and in isolation would defeat wholly the purpose of the program. Reading, language, arithmetic, art and music, together with writing, spelling, verse speaking and choral speaking would be motivated through and function in the activities arising out of the program. In a fully integrated program the names of subject matter categories would disappear.

A number of other changes in the program have taken place since 1942. In 1947 "Parallel Activities" were recommended for use by "any teacher who feels that the Enterprise organization does not give adequate coverage to certain desirable topics or practices in related fields". In 1954 *Methods, the Enterprise* was published to give teachers guidance and assistance in developing, organizing and carrying through successful enterprises. In 1957, *Bulletin 2b, Science* was published which set forth a body of content to be covered in science, and recommended three approaches to the teaching of

science, including integrating it with the enterprise.

In 1959, *Bulletin 2c Language* set forth a reasonably specific body of content to be covered. In 1961, a similar bulletin was prepared for music. In 1962, a *Reading Handbook* was published in interim form which, among other things, showed the relation of reading to the content fields.

In 1959, the Royal Commission on Education recommended that the enterprise program be more closely structured and that the ordering of subject matter be more sequential. A survey conducted among school systems in 1957 had recommended the following:

- more structuring of the content
- re-assessment of scope and sequence
- more emphasis on
 - (i) interpretation of the program
 - (ii) organization and planning
 - (iii) developing reporting, research and reference skills

The Content of the Present Guide

This curriculum guide attempts to take into consideration the various changes which have been made in the social studies-enterprise program since its introduction in 1936. It also attempts to effect the changes as recommended by the Royal Commission and by the 1957 survey insofar as these changes appear practical and in line with recent research and theory. The changes incorporated have placed new emphases on both prescribed content and the suggested methods of instruction.

The content has been spelled out more specifically. An attempt has been made to introduce more structure as recommended by the Royal Commission but at the same time to provide sufficient flexibility to permit adaptation at the local level to suit varying needs. The required program has been designed to leave ample opportunity for local systems to go beyond this minimum whenever the needs of the pupils, the availability of instructional materials and the level of the professional development of the staff indicate that such a procedure is desirable and practicable. Topics of study in geography tend to be more regional and less

global, a change recommended by scholars based on available research.

The recommended methods of instruction place a greater emphasis on the acquiring of specific skills by the pupil in such areas as:

- problem solving and critical thinking
- group work and social living
- study skills in subject matter fields

as well as the opportunity for creative activities. These changes are in harmony with the new approach and follow many of the recommendations of the 1957 survey. A wider variety of instructional resources is recommended, particularly with respect to maps, graphs and charts. Of special interest should be the sections on sample studies, current events and planning for children of varying ability, all of which appear in the program for the first time.

It is hoped that the present revision will assist teachers in developing a better social studies-enterprise program for the children of the province. It would be difficult indeed to over-emphasize the important part that the social studies must play in preparing children for present day living.

In *The Semi-Sovereign People; A Realist's View of Democracy in America*, Elmer E. Schatts-Schneider says: "Democracy is a competitive political system in which competing leaders and organizations define the alternatives of public policy in such a way that the public can participate in the decision making process."¹

To participate in the decision making process, citizens will need skills which will enable them to deal quickly with difficult problems. They will need to be able to think clearly and to evaluate critically, while potential leaders battle for control of men's minds and emotions. They will need to be able to distinguish between emotional persuasion and intellectual reason. They must be able to do logical thinking and since this can only come with practice it must begin early.

What does this mean to the schools and what relationship does it have to elementary social studies? It means that the elementary school must foster the skills needed for life in a 20th century democracy. These skills have been emphasized in the chapters which follow the objectives and content.

1. New York, Holt, Rinehart and Winston.

CHAPTER II – OBJECTIVES

Since the general objective of social studies education is to contribute to the development of citizens who:

“(1) understand . . . changing society; (2) possess a sound framework of values and ideas which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence . . . to participate in group living in such ways as to make changes in the direction of the desired values and ideals.”¹

Three areas of concern for each teacher of elementary social studies must be:

1. The Acquisition of Knowledge

Through an understanding based on facts learned in social studies the pupil should develop:

- a. A knowledge of Canada, its history, its resources, its peoples and its possible development in the future.
- b. A knowledge of problems and achievements of other nations and an understanding of the interdependence of peoples.
- c. A knowledge of contributions made by earlier peoples to the development of contemporary life.

2. Development of Skills

Desirable skills include:

- a. Techniques of problem-solving and critical thinking.
- b. Techniques of expression in language and in the arts.
- c. Group-work procedures.
- d. Study skills
 - i. Locating and interpreting information from books and other sources.
 - ii. Oral and written reporting.
 - iii. Making and reading globes and maps.
 - iv. Making and interpreting charts, graphs, diagrams and tables.
 - v. Using a chronological framework.

3. Development of Attitudes and Behaviour

From experiences in social studies pupils should develop an appreciation of the democratic way of life. They should:

- a. Learn to co-operate with individuals and within groups, to accept responsibility, and to respect and have concern for the rights of others.
- b. Learn to apply problem-solving procedures to contemporary society.

Texts

There are no authorized texts for social studies-enterprise. Appropriate materials are listed in the School Book Branch catalogue.

1. Quillen and Hanna, EDUCATION FOR SOCIAL COMPETENCE, Scott, Foresman and Company, page 55.

CHAPTER III – CONTENT

ELEMENTARY SOCIAL STUDIES-

SCOPE FOR EACH TOPIC Problems arising from universal human needs which should serve to guide the development of any topic:	GRADE I	GRADE II
	These grades might well use centres of interest from their reading program as enterprise topics. In addition studies might originate in science, health, and the social sciences. Examples might include:	
1. Getting and preparing food 2. Providing shelter 3. Providing clothing 4. Transporting and communicating 5. Guarding health, welfare, and safety 6. Governing and protecting 7. Observing and conserving nature 8. Educating adult duties and jobs 9. Enjoying recreation, play and leisure 10. Expressing ideals through religion and the arts	Our School Our Homes and Families The Spirit of Christmas Winter Fun The Farm, Circus or Zoo Animals and Their Homes The City Story Book Friends and Their Homes	Autumn Community Helpers The Story of Christmas Men and Machines Spring (How Plants and Animals Get Ready for the Summer) People and Places from Literature Travel

MAJOR EMPHASIS ON

History (A)

Economics and Social Life (B)

Geography (C)

Science and Technology (D)

NOTE: Related current events will be part of the course in all grades. **FOUR TOPICS, ONE FROM EACH SECTION, COMPRISE A MINIMUM YEAR'S WORK.**

N.B. (1) Sectional headings are not intended to serve as study topics.
 (2) The order of treatment of sections is entirely optional.

ENTERPRISE – GRADES I-VI

GRADE III	GRADE IV	GRADE V	GRADE VI
Primitive Cultures One or more of: 1. Eskimos 2. Indians 3. Hot Desert Dwellers 4. Jungle Dwellers	Pioneer Life One or more of: 1. Red River Settlement 2. Child's Community e.g., Calgary, Edmonton, Rocky Mountain House, etc. 3. Quebec	Discovery and Exploration of Canada 1. Early Explorers 2. French Explorers 3. Western Explorers 4. Polar Explorers	Life in the Past One or more of: 1. Ancient Egypt 2. Ancient Greece 3. Ancient Rome 4. The Middle Ages
Community Life A study of the child's community	Europe at Work One of: 1. France 2. Germany 3. Sweden 4. Denmark 5. Italy.	Alberta at Work Alberta industries	Canada at Work 1. Canadian primary industries or 2. Conservation in Canada
Overcoming the Obstacles of Geography In one or more of: 1. Japan 2. Netherlands 3. Nile Valley or Indus Valley 4. Christmas Around the World	Life in Mountain Regions One or more of: 1. Switzerland 2. Norway 3. Mexico 4. Ceylon 5. Himalayan	Life on the Plains One or more of: 1. Argentina 2. Russia 3. China 4. Australia	Life in Coastal Regions One or more of: 1. West Indies or Fiji 2. Indonesia 3. New Zealand 4. Portugal
Using and Conserving Natural Wealth 1. Life on Ships 2. Story of commodities such as cotton, wool, leather, rubber, coffee	Contributions of Scientists and Inventors to Travel and Communication 1. Travel 2. Communication	Contributions of Scientists to Health One or more of: 1. Ancient scientists 2. Renaissance scientists 3. Modern scientists	Contributions of Science to Social Progress in Canada and United States One of: 1. United States 2. St. Lawrence River 3. Columbia River Project 4. The Canadian Northwest

SCOPE

Grades I and II

The social studies-enterprise program for Grades I and II has not been sectioned. It is usually considered desirable that the closest possible correlation be developed between the reading program and the activity program at this level. To outline specific problems or areas for the social studies-enterprise period would naturally tend to separate rather than unify this material in relation to centres of interest. Multiple authorization of readers seems further to encourage less formalization of social studies-enterprise topics.

Grades III and IV

From Grade III to Grade VI there are four sections labelled A to D. Teachers are reminded that:

1. The minimum requirements are four social studies-enterprise topics per year. For Grades III to Grade VI this means at least one social studies-enterprise topic from each section each year.
2. The statements appearing in large type are Section Headings and are not intended as titles for study topics.
3. The general areas outlined in this Sequence are not intended to be all-inclusive. It is thought that an adequate year's work can be arranged within the suggested areas, but any teacher who wishes to introduce additional topics which do not fall within these general areas should feel free to do so, provided these do not exclude satisfactory coverage of the four required sections. Care should be exercised to ensure that topics included in later grades are not chosen as additional enterprise topics.
4. The order of treatment of sections for any one year is completely optional with teachers and classes.
5. It is not essential that a social studies-enterprise class follow one grade outline exclusively. This is particularly applicable when a social studies-enterprise group con-

tains two or more grades. After doing one or two sections from one grade outline it may be desirable to move for the remaining sections to an adjacent grade outline. For example, a Grade III-IV class may take social studies-enterprise from Sections A, B and C, Grade III, then an enterprise from Section D, Grade IV.

While the number of multi-grade classrooms has decreased and no system of cycling topics is provided, teachers with pupils at more than one grade level should consult the supervisor before determining the program for their classes.

6. Each grade is designed to make a significant contribution to the development of basic concepts in particular areas of the social sciences.
 - (a) The historical aspect will naturally be emphasized in Section A for Grades III, IV, V and VI.
 - (b) The concepts related to economics and to contemporary cultures are given special place in Section B for Grades III, IV, V and VI.
 - (c) Geographical understandings are basic in Section C for Grades III, IV, V and VI.
 - (d) Scientific appreciations become a major concern in Section D for Grades III, IV, V and VI.

Emphasis

The program from Grade III to VI is organized within a framework which suggests a major emphasis on history, or economics, or geography, or science and technology for each large topic in each grade. This does not mean, however, that the emphasis on any one of these aspects should exclude reference to and study of the others. A topic which is listed for history emphasis may well contain geography and economic items of importance. Although each topic has a major emphasis, certainly minor emphasis in other areas is desirable. The inclusion of science as one of the areas for emphasis reflects the importance of science in our daily lives. It should be stressed that the main concern here is the social effects of science and technology.

SOCIAL STUDIES-ENTERPRISE CONTENT

Grade I

Grade I lends itself to the use of centres of interest from the reading program. In addition studies can originate in science, health and the social sciences.

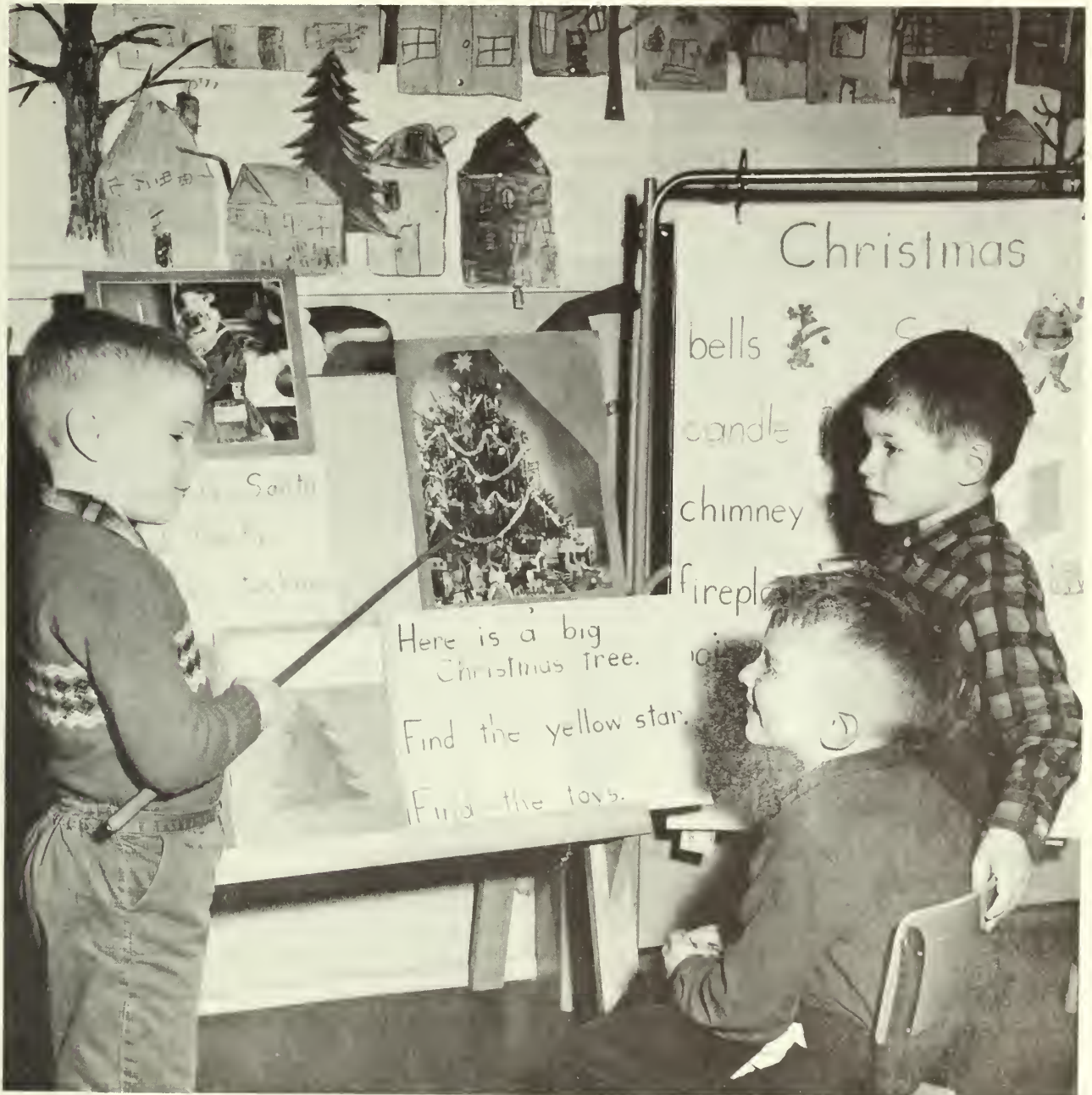
Some examples are:

Topic

Our School
Our Homes and Families
The Spirit of Christmas
Winter Fun
The Farm, Circus or Zoo
Animals and Their Homes
The City
Story Book Friends and Their Homes

Emphasis

Orientation, Experience and Chart Reading
Group Activities, Economics, Reading
Human Values, Creative Activities
Natural Sciences, Geography Reading
Natural Science and Geography Reading
Natural Science and Geography Reading
Economics and Geography
Literature, Geography, Creative Language



A study of "The Christmas Spirit" in Grade one provides a strong motivation for reading and vocabulary development.

Grade I represents the child's first experience from a play-activity stage to a work-activity stage. Teachers are free to choose the above topics or any others that are normal centres of child interest. During this first year particularly, personal growth in group skills as well as in skill subjects is considered essential.

Grade II

In all topics suggested for Grade II, it is possible to develop the units from the reading program and to supplement this with direct observation and experiences in social studies, physical sciences, and the arts. On the other hand, the unit may develop out of some incident or experience or arranged situation and may or may not link fully with the basic reading program.

Topic	Emphasis
Autumn	Nature study, globe study, expression in the arts
Community Helpers	Economic generalizations, civic responsibility
The Story of Christmas	The events of the Christmas Story
Men and Machines	Economic generalizations, contrasts with other societies of past and present, science studies or simple machines
Spring	As for Autumn
People and Places of Literature	Stories from readers and from library set in their geographic background to enrich awareness of the characteristics of differing areas of the globe
Travel	Means of travel (major historical changes only), globe study

Grade III

A. PRIMITIVE CULTURES

One or more of:

1. Eskimos
2. Indians
3. Hot Desert Dwellers
4. Jungle Dwellers

This section is the child's first experience with people with whom he has had little or no direct contact. The simple mode of living experienced by primitive people reveals how human needs are satisfied in this type of society. The immediate and pronounced effects of geography, climate and natural resources upon human problems can be readily understood. Respect and tolerance for other people can result from a study of the similarity between basic problems of primitive people and those we encounter. Significant historical change in the cultures of these people should be noted.

B. COMMUNITY LIFE—ECONOMIC AND SOCIAL LIFE

A study of the child's community.

This section of the third grade program deals with new dimensions in the study of the community to broaden and deepen the child's

understanding of the environment that surrounds him. It should include sections on production and exchange of goods and services, adaptations to natural environment and means of travel and communication.

C. OVERCOMING THE OBSTACLES OF GEOGRAPHY IN ONE OR MORE OF:

1. Japan
2. Netherlands
3. Nile Valley or Indus Valley
4. Christmas Around the World

This unit can be used to practice and extend skills in reading maps and pictures for geographic information and should emphasize such geographic relationships as the effect of physical environments on people.

While the children will usually be more interested in the Christmas customs of the countries chosen for study, the teacher can plan to provide practice in the geography skills already developed. The atlas, globe and large maps of the continents can be read in order to find what kind of land it is that Mexicans, Italians or Swedes, etc., live in; and where the custom is related to the characteristics of the land this relationship can be brought to children's attention.

D. USING AND CONSERVING NATURAL WEALTH

1. Life on ships
2. Story of commodities such as cotton, wool, leather, rubber, and coffee

This section examines the sources and process of obtaining such common commodities as: food, clothing, and shelter. Emphasis should be placed on the problems of social living involved. The influence of natural environment on people and vice versa should be considered.

Grade IV

A. PIONEER LIFE

One or more of:

1. Red River Settlement
2. Child's Community (e.g. Calgary, Edmonton, Rocky Mountain House, etc.)
3. Quebec

Pioneer life provides an opportunity for children to experience, although usually indirectly and vicariously, the romance and adventure of a new land. Where possible, children should explore community resources of all kinds which will help them interpret and understand a previous era. The contrast between pioneer and modern living will help children see the highly specialized nature of our society.

B. EUROPE AT WORK

One of:

1. France
2. Germany
3. Sweden
4. Denmark
5. Italy

Europe at work provides an opportunity for children to make comparisons with life in their community. The economic emphasis is focused on such items as basic needs of food, clothing and shelter, how climate affects needs, and the major industries that have developed.

C. LIFE IN MOUNTAIN REGIONS

One or more of:

1. Switzerland
2. Norway
3. Mexico
4. Ceylon
5. Himalayan Mountains

The characteristics of life in mountain regions may be arrived at by detailed study of a sample area within one or more of the areas listed. The sample studies may form the whole topic or may be included as part of a broader study of the way in which people adjust to and modify their environment.

D. CONTRIBUTIONS OF SCIENTISTS AND INVENTORS TO TRAVEL AND COMMUNICATION

1. Travel ~
2. Communication

This section can serve to acquaint children with the lives and contributions of outstanding men and women in the field of travel and communication. The effects of various scientific contributions on society should receive special attention.

Grade V

A. DISCOVERY AND EXPLORATION OF CANADA

Two or more from each of:

1. Early Explorers
2. French Explorers
3. Western Explorers
4. Polar Explorers

While this study will concern itself with the narrative of individual adventures, it will also provide an opportunity to study how these expeditions resulted from a search for new wealth and easier access to the Far East. The search by some for new homes and religious freedom also forms part of this picture. Special attention can be given to those adventurers who covered Canadian soil and streams.

B. ALBERTA AT WORK

1. Alberta Industries

Alberta at work provides an opportunity for fifth grade children to learn how Alberta industry has developed. Teachers should note that lumbering will receive major emphasis in Grade VI.

The mining (including oil), agriculture and one or more manufacturing, construction, tourist or fishing industries are examined to determine where the raw materials come from, what machinery is used, how and where goods are marketed, and how the development of one industry is related to the development of another.

C. LIFE ON THE PLAINS

One or more of:

1. Argentina
2. Russia
3. China
4. Australia

It is assumed that children will come to this topic after study of samples of life on the Canadian prairie and can make contrasts with the areas selected. While life on the plains is the required content of this topic, teachers and pupils may well decide to incorporate the regional study of the plain in a broader study of the nation selected.

D. CONTRIBUTIONS OF SCIENTISTS TO HEALTH

One or more of:

1. Ancient scientists
2. Renaissance scientists
3. Modern scientists

This section can serve to acquaint children with the lives and contributions of outstanding men and women in the field of health. The effects of various scientific contributions on society should receive special attention.

Grade VI

A. LIFE IN THE PAST

One or more of:

1. Ancient Egypt
2. Ancient Greece
3. Ancient Rome
4. The Middle Ages

This section provides an opportunity for children to study people of a different culture of a long past era. Some of the social development which has led to our present-day culture should become evident to the pupil. One specific era may receive major emphasis or a wider approach may be used to view several eras in less detail.

B. CANADA AT WORK

1. Canadian primary industries
or
2. Conservation in Canada

Canada at work includes the study of one major industry in each of the regions of Canada and includes:

Cordillera — Lumbering

Central Plain — Farming

This may be handled by expansion of the work accomplished in Grade V or by selection of alternation of primary industries, e.g. sugar-beet farming

Canadian Shield — Mining

St. Lawrence Lowlands — Fruit Farming

Appalachians — Fishing

C. LIFE IN COASTAL REGIONS

One or more of:

1. West Indies or Fiji
2. Indonesia
3. New Zealand
4. Portugal

It is quite possible that children starting this unit will have studied a major primary industry of a Canadian coastal region. If so, contrasts and comparisons can be developed with the new coastal regions selected for study and with the highlands and plains areas studied in Grades IV and V.

D. CONTRIBUTIONS OF SCIENCE TO SOCIAL PROGRESS IN CANADA AND THE UNITED STATES

One of:

1. United States (Urban development, education, welfare, life expectancy, standard of living)
2. St. Lawrence River
3. Columbia River Project

This section deals with how Canadians and Americans have combined natural and human resources to improve conditions of living.

Scientific emphasis should centre around co-operative projects engaged in by Canada and the U.S.A. to solve common problems, and new living conditions created by technical advances.

SEQUENCE

Sequence refers to the succession of social studies-enterprise topics developed by a class through six years of elementary school. There must be some over-all pattern broad enough to include suitable topics at every grade level. In suggesting such an over-all pattern it is not intended that different schools and different classes must follow identical topics. In the process of selecting and outlining topics to fit particular interests, equipment, and tastes, a class finds opportunities for real personal development. However, there are certain general areas within which children may beneficially have common experiences. The aim in this Sequence has been to outline those areas in broad terms and in minimum number. Teachers and classes are at liberty to choose freely within these rather generous boundaries and to add desirable areas of their own selection as they move beyond the minimum requirements.

The problem of continuity of experience is basic to good activity programs. Units of work must of necessity utilize advantageously experiences from previous years, and must provide adequate preparation for future development. To avoid either useless overlapping or excessive disjointing of class experiences requires careful planning. It is suggested that a core pattern for minimum social studies-enterprise requirements will tend materially to overcome this problem. Every teacher should realize that he has an important responsibility in establishing some year-to-year coherence in the units of work undertaken by his class.

The purposes, then, behind this Sequence might be summarized as follows:

1. To ensure against overlapping and unnecessary repetition from year to year in social studies-enterprise topics.
2. To ensure against omission of areas of investigation that may rightfully be considered desirable for understandings essential for further growth.

3. To outline areas within which suitable reading materials appear to be most valuable.
4. To emphasize the central position of social studies in the development of skills and concepts suitable for the elementary school.
5. To suggest areas that have definite possibilities for the development of desirable basic concepts in the fields of history, geography, economics, and science through social studies-enterprise activities.

CHAPTER IV – INSTRUCTIONAL RESOURCES

"Instructional resources for the social studies are as broad and varied as the imagination and resourcefulness of a creative teacher. They embrace the total environment. They include materials, tools and equipment in the school, and people, places and things in the community."¹

Among the materials and resources essential to the teacher of social studies are:

1. Exhibits and Demonstrations

Models, specimens, objects made or brought by students, books and pictures may all be worked into an exhibit which can serve to introduce or culminate a unit of study as well as provide enjoyment for all. There must be room for a social studies worktable in the classroom where exhibits of various types can be developed. Enough bulletin board space should be available to:

- a. create interest in new material
- b. show progress of the unit
- c. summarize the results

Demonstrations in which the pupils can actually participate provide valuable learning situations which can be used to help make clear basic concepts and to add to the students' interest. For example, by means of simple student demonstrations, the class can actually see such things as butter made from cream, the effect of washing woollens in hot water, and the "lift" of air on an airplane wing.

2. Films, Filmstrips and Slides

This type of material is especially helpful in bringing distant areas close to the child and in developing historical concepts.

Sound films have been found to be an effective motivating aid. They are also used to clarify particular concepts and generalizations. Since the filmstrips, in black and white, or color, are made of a series of related pictures, they are especially useful in developing the steps of any particular concept, e.g. "How an airplane flies".

The Extension Department of the University of Alberta and the Audio-Visual Aids Branch of the Department of Education list the films and filmstrips available for classroom use. Resource Units list selected films and filmstrips which have been found most useful for each particular unit.

Photographs, slides, or moving pictures covering particular social studies activities can be taken by the teacher or someone in the community. Stereographs give a realistic impression with their three-dimensional effect. Frequently children are able to bring such valuable resource materials from their homes.

3. Television, Radio and Recordings

"Television is making a remarkable contribution to the social understanding of children by bringing to them faraway people, places and events. At present the travel pictures, some of the better programs prepared especially for children, and some of the newscasts, including the weather report, are among the most valuable in social studies."²

Radio and television both make valuable contributions in the field of special events, e.g. speakers, musical or athletic events. The teacher should guide the child as to what to listen and look for, since much of the viewing and listening will be done at home, and later correlated with the social studies unit. Tape recordings of events in the classroom may be played back for self-evaluation, or may be used in an exchange program. Recordings are another great source of music for the student.

Social Studies-Enterprise Topics

The problem of continuity of experience is basic to good activity programs. Units of work must of necessity utilize advantageously experiences from previous years, and must provide adequate preparation for future development. To avoid either useless overlapping or excessive disjointing of class experiences requires careful planning. It is suggested that a core pattern for minimum social studies-enterprise requirements will tend materially to overcome this problem. Every teacher should realize that he has an important responsibility in establishing some year-to-year coherence in the units of work undertaken by his class.

The purposes, then, behind this Sequence might be summarized as follows:

1. To ensure against overlapping and unnecessary repetition from year to year in social studies-enterprise topics.
2. To ensure against omission of areas of investigation that may rightfully be con-

1. SOCIAL STUDIES IN ELEMENTARY SCHOOLS, Michaelis, 1962. Page 234.
2. TEACHING THE SOCIAL STUDIES, Tiesgs and Adams, page 448.

sidered desirable for understandings essential for further growth.

3. To outline areas within which suitable reading materials appear to be most available.
4. To emphasize the central position of social studies in the development of skills and concepts suitable for the elementary school.
5. To suggest areas that have definite possibilities for the development of desirable basic concepts in the fields of history, geography, economics and science through social studies-enterprise activities.

4. Graphic Materials

Skill in interpreting pictures and other graphic materials may be developed by forming and answering questions.

Picture series such as:³

1. Macmillan Geographic Pictures
2. Macmillan Animal Picture Series
3. Macmillan History Pictures
4. Pictorial Education
5. New Visual Geographic Series (House of Grant)
6. Curriculum Films
7. U.N.E.S.C.O. Prints

are available to schools.



Picture Series, redrawn from reproduction of a 15th Century Flemish manuscript now in the Morgan Library, New York, and copied from a 14th Century Italian work, *TREATISE ON RURAL ECONOMY*. Its author, Pietro de Crescenzi, wrote zestfully about grape culture, gardening, hunting, fishing, and animal breeding.

3. See *CLASSROOM AIDS FOR TEACHERS* (1964) "Publishers Services".

Questions (To be adapted to grade level)

1. How many people are shown in the picture? (8)
2. What is each man doing? (talking, shooting with bow, spearing boar, trapping birds, shooting birds with blow pipe, catching frogs with net)
3. In what ways does this suggest that the food supply of the medieval house differed from our own?
4. Why is the "clock" on the outside of the house?
5. What differences can you find between these windows and those of today?
6. The clothes of the lord and his steward differ in what ways from those of the working men in the picture?
7. What reasons can you suggest for believing that the differences between classes of people have changed since the Middle Ages?

Suggestions for further study:

1. How does the cross-bow work?
2. When and where did it first come into general use in Europe?
3. Was it a better weapon than the long-bow?

Sources

A wealth of material—charts, pictures, etc., can be obtained from various sources such as industrial associations, travel firms and government bureaus. These materials are listed in publications such as:

- a. "Classroom Aids for Teachers". A booklet prepared by the Curriculum Branch, Department of Education.
- b. "Elementary Teachers' Guide to Free Curriculum Materials". Educator Progress Service, Randolph, Wisconsin. Price \$7.50.
- c. "The Grade Teacher". Published by the Teachers Publishing Corporation, Darien, Connecticut. Subscription price \$5.50 a year.
- d. "The Instructor". Published by Instructor Educational Service, Dansville, New York. Subscription price \$6.00 a year.

A method of filing such material is outlined in the Curriculum Branch publication, *Classroom Aids for Teachers 1964*.

This material must be selected carefully, following the general principles regarding the selection of any social studies resources. However, critical evaluation is even more important when choosing free material as much of it has

been developed for promotional purposes rather than to serve the learning process.

Language experiences in letter writing can be developed when requesting free materials. Information concerning the ordering of such materials and sample letters of request are shown in *Classroom Aids for Teachers*.

Wholesale ordering of materials by pupils should be avoided.

5. Maps and Globes

"Globes and maps are essential tools in the social studies and must be available for classroom use if the objectives of the program are to be achieved."⁴

See sections "Map Work in Division I", page 39 and "Map Work in Division II", page 43.

A "Map and Globe Reference List" can be found in the Curriculum Branch publication "Classroom Aids for Teachers".

6. Books

Many types of books should be available to the classroom teacher to enable him to develop an adequate social studies program. Among these are:

- a. primary reference books—several copies of each
- b. supplementary books—related to the particular unit
- c. readers, poetry, music, and science books
- d. ready references such as dictionaries, atlases, and encyclopedias of appropriate difficulty and interest
- e. biographies—"Biographies can vitalize the study of history by making events and persons real and understandable to the student. They are also useful in expanding students' understanding of the world, and their appreciation of American culture as a whole."⁵

Books on each topic, at various levels of reading ability, should be available in the library.

Primary and supplementary references for each grade level are listed in *Enterprise Activities for Elementary Schools* published by the School Book Branch. The general catalogue includes dictionaries, atlases, in the price list order form. Biographies are included in the *Free Reading Catalogue*. However, the teacher will no doubt seek out many additional titles.

4. TEACHING THE SOCIAL STUDIES, Tiegs and Adams, page 442.

5. SOCIAL STUDIES IN ELEMENTARY SCHOOLS, Michaelis, 1962, pp. 248-9.

Additional sources of reading material are:

- a. Public libraries and extension libraries
- b. Curriculum room in the new Education Building, Edmonton
- c. The library in the University of Alberta, Calgary

Periodicals, magazines and newspapers enable the students to keep up with current happenings. Some popular children's magazines and periodicals are:

- a. *Junior Natural History* (ages 7-17) New York, American Museum of Natural History
- b. *Jack and Jill* (ages 6-12) Philadelphia, Curtis Publishing Company
- c. *Child Life* (ages 3-10) Boston Child Life, Inc.
- d. *My Weekly Reader* (edition for each grade, 1-6) Columbus, Ohio
- e. *Junior Scholastic*, New York: Scholastic Publications.

NOTE: American periodicals while useful tend to have too much emphasis on American history, etc., and should be used with discretion.

School libraries should have copies of publications such as:

- a. *Beaver*
- b. *Alberta Historical Review*
- c. *Within Our Borders*
- d. *World Affairs*
- e. *Municipal Counsellor*
- f. *Canadian Geographic*
- g. *Unesco Courier*
- h. *Life*

These magazines provide a great deal of information and many pictures.

Resource units that are available for teacher references are listed under "Teachers' Resource Units" in the School Book Branch publication *Enterprise Activities for Elementary Schools*.

7. Field Study Activities

Planned excursions into the community are filled with opportunities for learning as the children observe under the guidance of the teacher. The techniques to be used should be selected with reference to the information needed, time and resources available, and extent of need for different types of data. Information about the community may be secured by using the following techniques:

a. Interview

Interviews and discussions with persons or with experts in certain subjects are effective techniques for securing information. Children need to find out to whom to go, depending on the nature of their questions. Also, they need help in evaluating the information they secure.

b. Observation

Observation is a helpful device for noting industries, types of residence, housing conditions, safety factors, types of stores, condition of parks and playgrounds, traffic frequencies, etc. Directed observations during tours planned for the study of specific factors will yield much information. Data on changing conditions and new developments can be gathered by a continuing process of incidental observation.

c. Analysis of Documentary Material

Published materials which yield valuable data are readily available for survey use. Efforts should be made to discover those available in a given community because of the rich store of materials they contain. Especially helpful are such places as the local library, chamber of commerce, social services agencies, newspapers and governmental agencies.

The preparation of a handbook on community materials and resources is a worthwhile project. Every effort should be made to organize the material in a manner that will promote classroom use.

d. Use of Questionnaires

Questionnaires are helpful in securing information on opinions, attitudes, problem needs, and for gathering certain types of data that may be collected in a checklist form. The use of questionnaires is fraught with many dangers and limitations. Skilfully used they are great time-savers; poorly prepared and unwisely used, they are valueless or worse. Questionnaires should not be used to the exclusion of other effective means of obtaining information.

e. Daily Experience

The day-by-day experience of children in the community constitutes one of the most valuable community resources. Alert teachers can capitalize upon these experiences and use them to the fullest in the social studies.

f. Resource Visitors

Resource visitors can make many realistic contributions to the social studies program. Community studies are

enriched when firemen, policemen, and other workers meet with the class to discuss needs, problems and questions that have arisen. In units on other countries much help can be secured from individuals who are natives of the culture or who have made first-hand visits to the country under study. Careful timing and planning are needed to secure maximum benefits from resource visitors. As with the field trip, visitors should be invited

when they can contribute to on-going class activities or when follow-up activities may make use of their special contributions. Tape recordings of interviews may be studied later.

g. Field Trips

A field trip is one of the finest educational experiences a child may have, and group planning adds to its effectiveness.



Field trips planned to solve needs and problems that arise make many contributions to social learning. Concepts and generalizations may be developed, extended and clarified. These second grade children are obtaining answers for their questions about "How We Travel."

Guide Posts for a Field Trip

The following points will serve as guide posts for any field trip:

1. Check administrative regulations covering field trips in your school system, e.g. necessary permission, provision for students not participating, use of buses, etc.
2. Be certain that the pupils have a real reason for making the trip. They should go to answer questions that are best settled by first-hand observation.
3. Pre-plan co-operatively for safety, toilet facilities, transportation, sufficient adult assistance, a guide where necessary, time schedule, and note taking.
4. Either the teacher, or the teacher and a committee of pupils should make a preliminary trip to make certain that the objectives of the trip can be achieved. In other words, make sure that what you are going to see is really there and that you can find it.
5. The importance of courtesy and conduct on such a trip should be discussed and a set of behavior standards agreed upon.
6. Individuals and small groups might be delegated to watch or listen for certain things and report them to the class.
7. Follow-up discussions, reports and records are essential for maximum results.
8. Last but not least, application of the information to specific problems is the final step in the process.

CRITERIA FOR EVALUATING MATERIALS

1. Adapting Materials to Purpose:

- a. Is the material related to the purposes of the social studies program?
- b. Does it draw attention to significant learnings?
- c. Will the material contribute to the development of democratic citizenship?

2. Relating Material to Learning:

- a. Does the material contribute to the solution of problems?
- b. Does it contribute to the improvement of critical thinking by the individual?
- c. Does it help the learner to focus his attention on key problems?
- d. Will the material stimulate interest of different individuals in the class?
- e. Is the material appropriate to the readiness of the group?

3. Evaluating Content and Organization:

- a. Is the material factually accurate and authentic?
- b. Does it have meaning for this group?
- c. Is the material arranged in an orderly sequence of factual learnings?

4. Checking the Physical Adaptability:

Do the physical features of the material have educational value for the learners with regard to:

- a. readability
- b. clearness
- c. sequence of ideas
- d. ease of utilization
- e. attractiveness
- f. durability

The above points, and others regarding guidance in the selection of materials are listed in *Social Studies in the Elementary School Program* published by the U.S. Department of Health.

CHAPTER V – DEVELOPMENT OF SKILLS

A. CRITICAL THINKING IN SOCIAL STUDIES-ENTERPRISE

“Teaching critical thinking is a calculated risk. A society which reveres conformity cannot tolerate it. . . . Only a democratic society can afford it for critical thinking encourages the ‘gadflies’ that move us forward to a better understanding of ourselves and serve as our conscience to remind us of our professed ideals.”¹

Every person needs to be able to think clearly, make unbiased evaluation of facts and experiences and thus deal effectively with problems. Where people have a voice in deciding policy, the need for sound, unbiased thinking is the primary requirement of the citizen.

Today’s children are subjected to the steady pressure of television, radio and various types of advertising. In order to arrive at truth they need to be able to reject, or accept with reservation, much of the propaganda presented for their consumption. But students must learn to differentiate between thoughtful analysis and skepticism or petty objections to everything. Criticism for the sake of criticism should be discouraged. If suspension of judgment while gathering facts is encouraged then thoughtful analysis rather than carping criticism should result.

In social studies-enterprise critical thinking is embodied in the problem approach. Teachers must be sensitive to opportunities for training children in critical thinking, because the quality of thinking done by the children is dependent on the skilful leadership of the teacher. Tolerance for differences of opinion and tentative acceptance of doubtful hypotheses are necessary if the atmosphere is to be conducive to the development of ideas. While the prescribed method of dealing with a problem is to identify it, assemble all relevant facts or data, form a hypothesis, test the hypothesis and finally reach a conclusion, it must be remembered that with reflective thinking there is often a shuttling back and forth from evidence to revision of hypothesis and frequent re-examination of the question, rather than a regular, organized progression from question to conclusion.

At times logical, critical thinking can be replaced by creative thought in which a child leaps intuitively to a conclusion. Such intuitive leaps are good and should be encouraged. The conclusion reached must be carefully verified to distinguish between “intuition” and wild guessing, however.

THE PROCESS OF CRITICAL THINKING

1. Identification of the Problem

This identification needs to be done with care and with an appreciation of how wording helps in making the problem stand out clearly.

2. Gathering, Evaluating and Organizing Facts

Books, films, resource people, and observation all contribute. The evidence must be relevant and must not deal with side issues.

3. Analysis of the Evidence

The data is examined, comparisons made, and relationships noted. This is the spot at which clichés, stereotypes and assumptions are challenged. Here, too, the ideal and real are examined to see why, or if there is conflict.

4. Forming and Testing the Hypothesis

From examination of data comes the “leap in the dark” to a solution. Trial and error testing, more research, analysis of the solution and speculation of possible consequences are all considered at this point.

5. Conclusions

Students must learn what constitutes a warranted conclusion and what is an unwarranted or unsupported one. Even warranted conclusions can only be tentative and are subject to revision with future developments. If there is a shortage of data, pupils must be resigned to suspend judgment.

Characteristics of the Problems

1. They should be at the level of maturity of the group.
2. They must be of interest to the students.
3. They should relate to their area of study.
4. Sources of information must be available.
5. The problem should be important enough to justify the time spent on it.

Warnings

Certain problems which the pupils cannot solve (the adult world may not be able to solve them) sometimes present themselves. The students may attempt a conclusion, but they

1. NATURE OF CRITICAL THINKING AND ITS APPLICATION IN THE SOCIAL STUDIES by Isidore Starr, 33rd Yearbook of N.C.S.S.

should realize they cannot expect to solve all problems. It is enough for them to realize that the problem exists and to weigh the consequences of various solutions.

The process of reasoning by comparison should be watched. Resemblances are sometimes imagined or forced.

Hasty generalizations should be avoided. When a statement such as "All Indians are lazy" is offered the teacher must be ready to ask and to encourage the others to ask, "How many Indians do you know?", "How did Indians live before the white man came?", "Are the Indians' ideals and ideas the same as ours?", "Are the people of other races all industrious?", etc.

Statistics can be misleading. If possible, the teacher should give examples of how statistics can deceive.

Children should be taught to recognize as propaganda, devices frequently used by advertisers and politicians. Among these devices are exaggerated statements, name calling, sweeping generalities, and "solid citizen" approaches. Even very young children can be taught to

think critically as is clearly illustrated by the following incident involving a seven-year-old:

"A boy who had listened to several different radio advertisements extolling the 'best' cereal was asked by his father which was best. He replied: 'There is probably no best cereal; they're just trying to sell more'."²

Examples of Critical Thinking in Social Studies-Enterprise

Some areas naturally permit more scientific enquiry than others do. Geographic and economic problems are easier to solve than those of history and sociology. It is difficult to produce evidence concerning the reasons for human behavior. Our examples, therefore, tend to be more connected with geography and economics. The questions are those which could come up in a variety of enterprises. They are not necessarily the best ones that could be chosen and some may be too difficult for the average class, however, they may provide background for the teacher as she begins to move toward the problem-solving approach.



Provisions should be made for experiences in composing songs, playing instruments, hearing records, singing and rhythmic expression, because such activities help to round out qualitative and subjective aspects of learning. These fifth-grade boys derive pleasure from their Western Songs during a study "Life in Alberta."

DIVISION I

General Approach

At the Grade I and II level critical thinking could involve:

1. Looking for and marking pictures suitable for a unit.
2. Reading to find relevant information on a topic.
3. Making simple generalizations after a variety of experiences.
e.g. (i) When each one in the family does a share of work it is done better and faster.
(ii) When each member does his job the whole family is happier.

Specific Problems (Content)

1. Why do people in our part of Canada often build houses of wood rather than brick or stone?
2. Why has the milkman been one of the last delivery men to give up his horse?
3. What kind of pet might be suitable for a boy who lives in a two-bedroom apartment?
4. Why should we consider the policeman our friend?
5. Why is water a problem for the Dutch people?

DIVISION II

Specific Problems (Content)

1. What did the C.P.R. have to do with Confederation?
2. Why did the Blackfoot Indians not take part in the Saskatchewan Rebellion?
3. Why did Prince Rupert not grow into the large port envisioned by early road planners?

B. CREATIVE ACTIVITIES IN THE SOCIAL STUDIES-ENTERPRISE PROGRAM

Creativity is one of the most important outcomes of the social studies. Most children, if given the opportunity and guidance, can create songs, rhythms, and dances appropriate to their maturity. Furthermore, the unit of study provides motivation for creative activities in art, dramatization, and composition of all types.

Creative Language

Good expression demands that you have something to say, an audience to hear it and a desire to communicate. The Social Studies-Enterprise program provides countless opportunities for developing creative language as well as for improving the skills of communication. Guidance and practice in the

4. Why do the people in Asia have such a low standard of living?
5. What should be the requirements of a citizen who votes or who holds public office?
6. Why was the feudal system satisfactory to the people of the Middle Ages?
7. What does snowfall in the Rockies have to do with the Saskatchewan farmers?

Testing Generalizations

(All these would be at the advanced Division II level)

1. Were reserves the best place for Indians until they developed sufficiently to become full-fledged citizens or were reserves wrong for them from the start?
2. Is Canada considered a middle power in world affairs only because she lacks population?
3. Does religion affect the culture of a people or does the culture affect the development of religion?
4. Should all nations be self-governing or is there good reason for powerful nations to keep colonies?

DIVISION I and II

Procedure

1. How shall we divide responsibility in this unit?
2. What is the most effective way we can report on what we have learned about our topic?
3. How can we check our reference material to see if it is up-to-date?
4. How can we be sure we have done a good job of reporting?

following areas should help to develop greater facility and originality in both oral and written expression:

DIVISION I

1. Informal conversations about topics related to the unit of study such as—"help at home", "community helpers", "Christmas customs".
2. Imaginary diaries of some of the people studied.
3. Imaginative stories about incidents while shopping, "When Santa Lost a Sleigh Runner".
4. Original riddles about a helper, an animal, a world neighbor.

5. Original poems about people, animals, machines, etc.

Children's literature provides a wealth of imaginative material that may set the stage for original writing. Poems and stories related to each unit should be read and discussed so that the pupils have a 'spring-board' for their own creative writing.

DIVISION II

The topics in the language texts may be adapted to the unit of study, e.g. "Imaginary Adventures of a Lumber-jack"

"Stories from Pictures of Long Ago"

"The Diary of an Arab Boy"

For detailed procedures in developing the ability to write stories and poems see the *Language Bulletin 2c*, Dept. of Education, page 41-44.

"Abundant contact with literature will induce creativity in boys and girls."³

Children may express themselves creatively through illustration. To do so they should be sufficiently well acquainted with a topic to permit them to think imaginatively about it. Illustrations may take the form of pictures, posters, print making, carving, and other forms of art. Helpful suggestions for developing creative expression through art are contained in: *Calling Young Canada*, T.C. 1963, Lesson 64, "Explorations in Art" and "It's Fun to Draw", 1962-63, *Christmas and Indian Legends*, page 8.

Art Activities Contribute Directly to the Achievements of Our Objectives in Social Studies

1. They are an aid to understanding and assist pupils to express themselves.
2. Art work and construction reveal understanding as well as misconceptions. The child must have accurate information to illustrate.
3. Children learn to share tools and materials.
4. Art activities provide opportunities to develop originality, creativity and initiative.
5. Art is a source of pleasure to the pupils both as consumers and as creators.
6. Art activities carried out near the culmination of an enterprise are more apt to be the result of creative expression than those engaged in before the pupils have had time to think imaginatively about their topic.

Evaluation of Art Activities in the Social Studies-Enterprise

1. Does the product show or tell what it should?
2. Is it pleasing, creative, and/or informative?
3. Where is it weak and how can future work be improved?

Industrial Arts Values

When construction of various kinds is engaged in by children as a part of a culture study, the first-hand experiences are springboards to intellectual understandings.

Urban children, living in a world of end-products, need to be helped to understand the relationship between natural resources, workers and the products they consume.

If industrial arts activities are to be a vital component of the social studies program each experience must:

- (a) illustrate an operation that is central in the culture under study
- (b) contribute to key understandings and generalizations
- (c) permit children to do their own thinking.

Construction, in this framework, is subordinated and modified. It is done simply, on the child's level, to facilitate his thinking. It should not dominate the program.

Music, Rhythms, and Folk Dancing

Children enjoy expressing themselves creatively through music, rhythms and dancing and a variety of benefits result.

Most children with guidance and encouragement can create songs, rhythms, and dances appropriate to their maturity. Music adds enjoyment and an appreciation of other ways of living for music is a common language of peoples of every land. In musical activities children lose their tensions, shyness and timidity. Those with little academic ability sometimes possess these musical talents which contribute to the success of the group effort.

Rhythmic Expression

Through bodily movements, the child interprets impressions secured through his own experiences. Children are quick to respond to rhythms that are suggested through experiences in the social studies. Group participation should lead to further improvisation and refinements of movements.

3. Dawson, Mildred, GUIDING LANGUAGE LEARNING, World Book, N.Y., 1957, page 106.

Examples of spontaneous rhythmic expression:

1. Home activities—raking, sweeping, hopping, etc.
2. Community—actions of workers, wind, snow, trees
3. Farm activities
4. Transportation—cycling, rowing, trains
5. Mexico—weaving, hammering, dancing, threshing
6. Pioneers — quilting, digging, planting, animals moving in the forest, Indians

In addition to such creative rhythmic activities, there is a real place for folk games and folk dances in the social studies.

Teacher Evaluation

1. Are the responses individualized and spontaneous?
2. Is increased understanding of ideas, objects or persons being revealed?
3. Is the group revealing increased sensitivity to changing mood?
4. Are children growing in confidence, control, and poise?
5. Do children express pleasure and satisfaction as a result of this rhythmic activity?

Sources of Material

1. Bulletin 2d.
2. Bulletin 4, *Elementary Music, Physical Education*, 1959, pp. 50 - 52. Lists of rhythms and records.
3. Supplement to Bulletin 4, *Music for Rhythms*.

Dramatic Play

1. Dramatic play is a means to learning.
2. Used as a tool for evaluation, dramatic play makes learnings observable, and reveals the depth of understanding.

Dramatic play evolves after teacher guidance, but it should unfold spontaneously **without a written script**. When children plan together for dramatic play, they learn to recognize the need for planning, to consider the merits of suggestions, to accept group decisions, and to organize their ideas into workable plans of action.

The process through which dramatic play evolves should follow this pattern:

1. The introduction should focus attention on the situation to be dramatized, for example, "How do Eskimos prepare food?"



Children take part in dramatic play during an Indian Enterprise.

2. The teacher and the class analyze the situation together, set the stage, determine the locale, the characters, the props, and the sequence. Plan for participation of the whole class.
3. The enactment begins and the teacher watches carefully. Once started it proceeds continuously, without interruption, until it is finished.

At the close of the enactment the teacher and children analyze the interpretation, the characterizations and the actions of the performers. The discussion ends in generalizations based on deepened insights and/or in the identification of new problems to be solved.

In using dramatic play as a tool of learning, the teacher must avoid such pitfalls as overuse and limiting participation to a few gifted pupils.

The following situations for each grade level might be suitable for dramatic play:

- Grade 1—The family at dinner
 - Grade 2—Firemen reacting to an alarm
 - Grade 3—An Eskimo seal hunt
 - Grade 4—A pioneer quilting bee
 - Grade 5—Columbus discovers America (shadow play)
 - Grade 6—Lord Lister discovers antiseptics.
- The imaginative teacher will make extensive additions to this list.

Evaluation of Dramatic Play

1. Are the children identifying themselves with the persons or objects involved?
2. Is democratic behavior evident?
3. Are important aspects of living portrayed?

C. GROUP WORK PROCEDURES AND SOCIAL LIVING

Group activities help the pupil to gain self-confidence, to acquire desirable interests, and to develop self-direction and a spirit of co-operation with the teacher and fellow students.

Reasons for Grouping:

1. Motivation for learning
2. Social growth
3. Convenience in using instructional material.

Objectives

1. **Co-operation**
 - a. To develop and increase the ability and willingness to work co-operatively in the home, school, and community.

4. Is the play satisfying to and enjoyed by the children?
5. Are concepts being used accurately?
6. Is creativeness evident?

Creative drama in the social studies should have neither an audience nor a script.⁴

Integrations

1. **Dramatic Play**
Play firemen or act out a story about a fire.
2. **Construction**
Make a box movie to illustrate reports. Make a fire hall. Make a telephone to deliver calls.
3. **Illustration**
Make a mural of the different activities in a fire hall.
4. **Language Arts**
Read for information and enjoyment. Interview firemen. Discuss plans for visits or culmination. Write letters for permission to visit a fire hall, for free materials, to thank firemen who helped. Have conversations about the visit or relate personal experience with fire. Learn to spell words needed for reports. Write original diaries or stories.
5. **Music and Rhythms**
Set to music the sounds of the fire hall. Compose songs about firemen. Recreate the rhythms of the fire hall.
6. **Science**
Discover what causes fire. Make a fire extinguisher.

2. Responsibility

- a. To develop leadership qualities in many pupils as well as a sense of responsibility in those not taking recognized leadership.
- b. To progress in the ability to form co-operative groups with less teacher guidance.

3. Self-Reliance and Initiative

- a. To progress in the ability to plan individual and group activities.
- b. To develop the ability to use leisure time wisely.
- c. To develop the ability to think critically as well as creatively.

4. Expresses the thinking of: Slade, Peter; AN INTRODUCTION TO CHILD DRAMA; University of London Press, 1958.

- d. To provide experiences that will develop a sense of security and self-confidence.

4. **Courtesy**

- a. To realize that human dignity and personality are of prime importance in human relations.
- b. To develop and increase willingness to accept decisions of the majority and respect the views of minorities.

Methods of Grouping

1. **In pairs.** Simple groups of two children offer opportunities for children to become better acquainted with one another and better acquainted with the group process. Ordinarily these forms of grouping should be limited to the early stages of group work.
2. **According to the difficulty of the tasks.** Once the teacher has become acquainted with her children she may group them according to the difficulty of the task to be undertaken.
3. **According to the pupil's own choice.**
4. **According to social groups.**

Suggestions and Examples of Grouping

In the earlier stages of group work it is advisable that the teacher plan for each group to follow a common pattern. For example, if the unit of work is a study of explorers, the teacher might give each group the same set of general questions. Then groups would use this set of questions regardless of what explorer it studied. Such questions as the following might be used:

- a. Who was the explorer? Find an interesting incident to show the type of man he was.
- b. When did he do his work? While the precise date may not be necessary, pupils should be able to place their explorer correctly in the time line.
- c. Where did his work take place?
- d. What did he do that has affected us?

It is usually advisable to plan a variety of activities. Some pupils will be reading to find answers to questions, summarizing, classifying, etc. The teacher will help in planning, in allocating topics and in finding reference books, enabling the group to get off to a good start.

5. **Reading groups** are formed for enterprise where the reading level and enterprise difficulty are related.

It is important to have frequent reorganization of groups so that children have an opportunity to work with different classmates during the year.

Group Evaluation Chart—Our Committees

- a. Do we plan reports carefully?
- b. Do we make good use of time?
- c. Do we divide the work and the materials?
- d. Do we listen to everyone's ideas?
- e. Do we plan quietly together?

Desirable Changes in Pupil Behavior

During group work children can readily appreciate that each member must observe rules. As children learn to make and observe rules, they will develop the ability to:

1. Follow directions
2. Perceive cause and effect of relationships
3. Recognize emotional reactions and motives of others
4. Anticipate outcomes of their own behavior.

Typical Committee Projects

Grade I:

- a. Work in pairs to make a "balloon globe"
- b. Construct, decorate and furnish one room of their house
- c. Prepare a mural of winter fun
- d. Prepare a display of pictures showing nursery-rhyme characters
- e. Prepare/make group reports.

Grade II:

- a. Prepare a chart showing how seeds travel, or which birds migrate in winter
- b. Prepare and demonstrate a simple machine, such as the pulley
- c. Dramatize safety procedures at a busy corner
- d. Prepare/make group reports.

Grade III:

- a. Plan an imaginary conversation between an Eskimo child and an Alberta child
- b. Make a mural of Arctic wildlife
- c. Make a Dutch windmill. Prepare to illustrate how it works
- d. Make group reports.

Sample studies can be used in Grades IV, V and VI.

Grade IV:

- a. Take a community survey of occupations. Classify into professional, skilled, unskilled labor, etc. Illustrate a typical occupation from each group
- b. Prepare an enlarged map. Have pictures of leading products colored or painted on it in the correct places
- c. Organize a travel bureau. The committee prepares travel folders, posters, etc. Short travel talks are given to the class
- d. Make group reports.

Grade V:

- Prepare a chart comparing the countries in an area as to: climate—land surface—natural resources—chief industries
- Prepare a television program illustrating the things learned by using pictures, maps, dramatizations, panels and plays
- Prepare reports in order to construct the interior of a modern hospital
- Make group reports.

Grade VI:

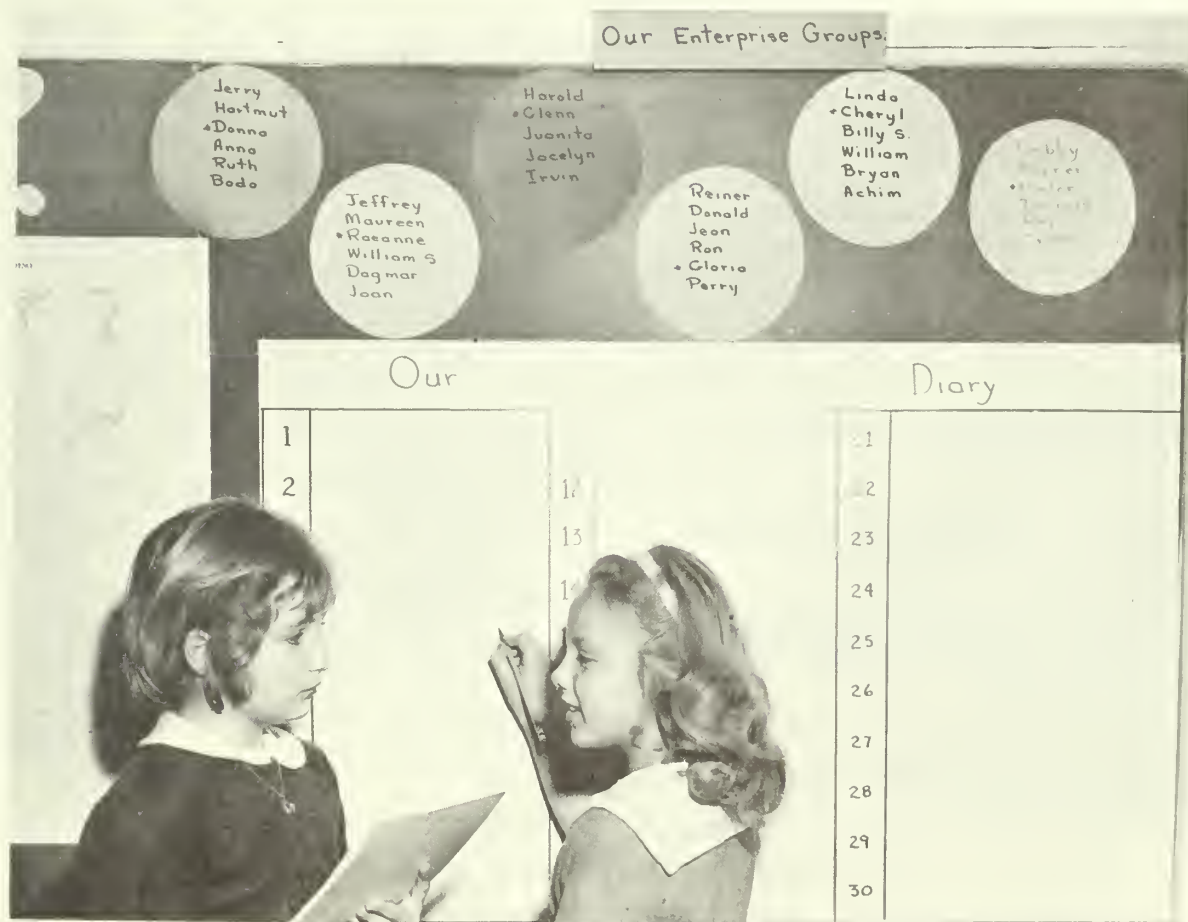
- Make a museum. Display pictures, models and materials of a period, e.g. the later medieval period
- Prepare a pictogram, e.g. illustrate the processes by which wool is changed into a dress or shirt
- Prepare several time lines: an individual's day, week, year, life, etc. Develop a time line for a country
- Make group reports.

Group-Work Skills

Successful achievement of many purposes, both in school and outside school, demands skill in group procedures. The school is an appropriate place to practice the skills of group work; social studies provides situations which are well suited for the practice and application of group-work skills.

Conditions for Group-Work

- Pupils in a small group should be able to see quite clearly how their assignment contributes to the larger class projects.
- The group assignment should have a range of demands wide enough to involve each member.
- The school should plan for climate of social acceptance within the group.
- Membership in the group should be based upon both willingness and the ability to participate in the activity undertaken.
- Evaluation is one of the most valuable learning experiences. At the close of an activity period, evaluate co-operatively the group conduct and progress.



Daily planning involves keeping a log of activities. These fifth-grade girls have been selected to record the accomplishments of their communities in a study of South America.

TEACHER'S EVALUATION OF GROUP SKILLS

Check sheet which can be used for each pupil in the class.

A. HUMAN RELATIONS:

		ENTERPRISES				
		1st	2nd	3rd	4th	5th
1.	Is he learning to treat other children as equals?					
2.	Is he considerate of the rights of others?					
3.	Is he open-minded and willing to listen to the suggestions of others?					
4.	Does he try to help other children?					
5.	Does he share his ideas and information freely?					
6.	Is he able to differ without offence?					
7.	Is he willing to accept group decision and act accordingly?					
8.	Does he accept the leadership chosen and co-operate?					
9.	When he is a leader is he objective and fair?					
10.	Is he learning to take criticism objectively and to answer graciously?					

B. GROUP PARTICIPATION:

		ENTERPRISES				
		1st	2nd	3rd	4th	5th
1.	Is he shy, diffident, or isolated from the group?					
2.	Does he volunteer to get information and report to the class?					
3.	Does he volunteer to handle materials, clean up, set up and replace equipment and the like?					
4.	Does he dominate discussions?					

TEACHER EVALUATION OF THE GROUP

1. Is there a decreasing number of isolates in the class?
2. What efforts have the group made to include non-participants?
3. To what extent does one pupil or a small group dominate discussions?

TABLE 1. MATRIX TABLE USED FOR TABULATING SOCIOMETRIC DATA

CLASS _____ DATE _____

NAME		PUPILS CHOSEN																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
John A.	1		3				1	2			5		4								
Mike A.	2																				
Jim B.	3																				
Henry D.	4																				
Bob F.	5																				
Bill H.	6																				
George L.	7																				
Dick N.	8																				
Dale P.	9																				
Pete V.	10																				
Mary A.	11																				
Betty A.	12																				
Karen B.	13																				
Lois C.	14																				
Sharon J.	15																				
Ann K.	16																				
Margie M.	17																				
Sue R.	18																				
Pat S.	19																				
Carol W.	20																				
Choices Received																					
Mutual Choices																					

Mutual choices circled

A Procedure for Sociometric Grouping in the Enterprise

Grades III to VI

Adapted from: Grovlund, Norman E., *Sociometry in the Classroom*. Harper and Brothers, New York, 1959.

1. Allow children time to become acquainted, say three or four weeks with a new class.
2. Supply sheets of paper on which children are asked to name five children with whom they would like to work on one of the enterprise topics already discussed. Ask them to number names in order of choice.
3. Tabulate the results as on attached form.
4. Calculate the total number of choices received by each child and note the most neglected pupils. It is often useful to calculate number received from each sex and/or from significant ethnic or other groups within the class. Construct a sociogram to clarify awareness of the grouping within the class. If pressed for time the teacher can omit this.
5. Determine number of groups required.
6. Allocate least chosen children to groups in such a way as to avoid putting two together.
7. Honor any mutual choices involving a neglected child, then honor the neglected child's highest non-reciprocated choices.
8. Continue to build groups honoring mutual choices first then highest non-reciprocated choices.
9. Check to ensure that neglectees are not together, that undesirable cliques are split, that where cliques have been split members are dispersed in pairs and that unless desired for a special reason stars are not placed together.
10. File results so that evidence on changing social relations may be available for evaluation of pupils.

D. STUDY SKILLS

TEACHING READING IN THE SOCIAL STUDIES-ENTERPRISE

One of the basic means of gaining social studies information and concepts is through reading. Children get information from reference books, readers, bulletins, encyclopedias, newspapers, magazines, and story books to find answers to their questions.⁵ In order to read these materials intelligently, children require much specialized instruction. The child who cannot read meaningfully is at a distinct disadvantage. He must develop the reading skills and abilities which will enable him to participate successfully in the classroom activities. The social studies-enterprise program provides motivation for extension reading and recreational reading.

In Division I, especially in Grade I, much of the social studies reading is found in the basic readers, forming a completely integrated program. In Grade II, to a limited extent, and progressively from Grades III to VI, more and more of the social studies reading is taken from books other than those prescribed for formal reading.

As a result of teacher-pupil planning, pupils will have before them a central problem. Within the framework of this problem they may read:

1. To confirm hypotheses developed from interpretation of maps, pictures, field studies, etc.

2. To find answers to direct questions drafted by the group
3. To find general information about a topic
4. To collect specific facts about a topic
5. To prepare oral and written reports
6. To keep informed of current events
7. To enjoy related recreational reading.

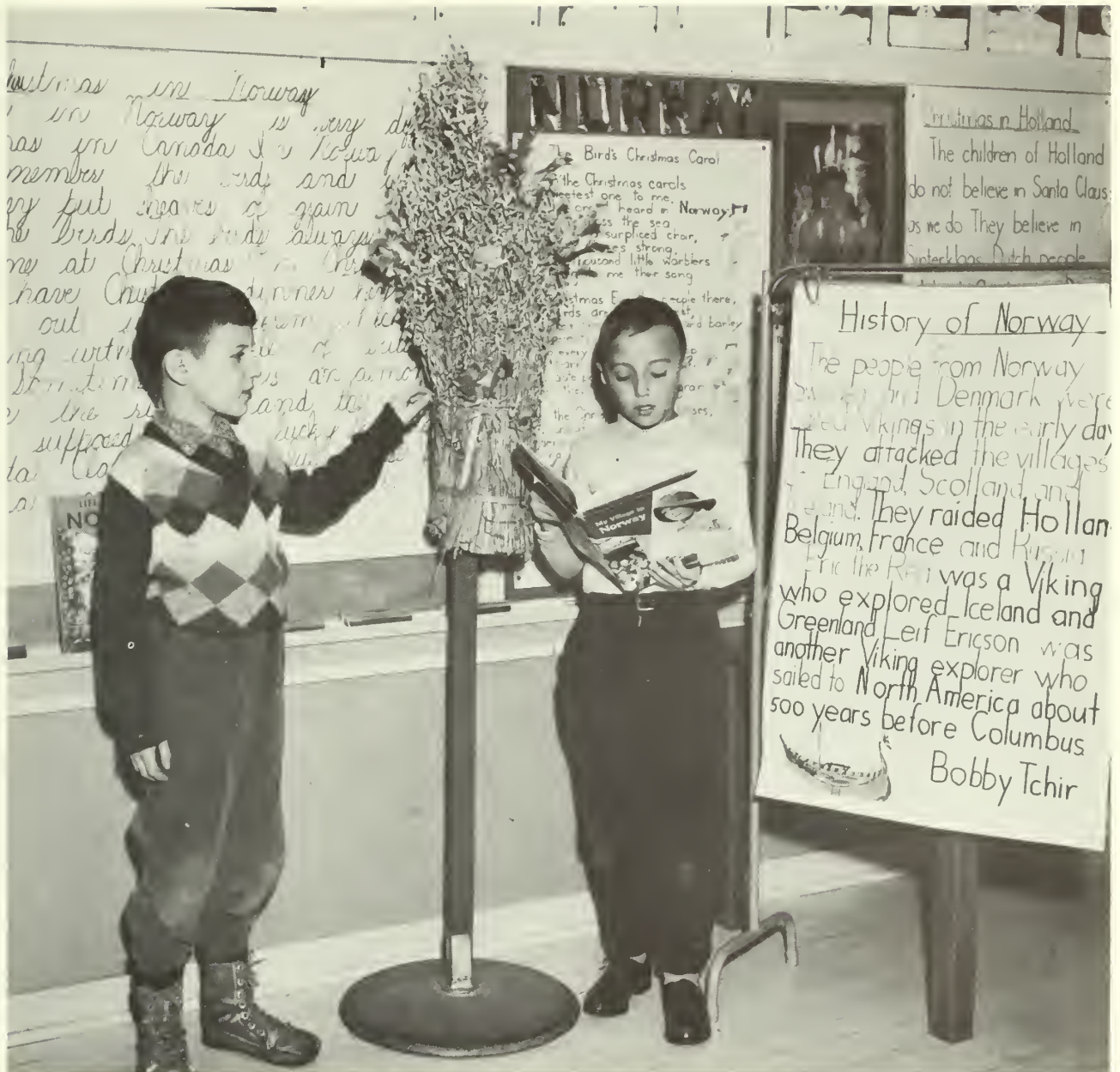
Research Reading—Division I

1. Reading skills of all kinds are of paramount importance.
2. Reference reading refers to teacher-assigned reading of texts.
3. Research reading refers to investigations which may employ primary data, texts and references.

The following activities are recommended for children in Grades I and II. They are listed, generally speaking, in order of development.

- a. Drawing pictures, dictating simple sentences to the teacher, showing and telling of reading
- b. Answering questions by finding appropriate words, phrases or sentences and reading and marking the place for future reference

5. Adapted from SOCIAL STUDIES IN THE ELEMENTARY SCHOOL PROGRAM, U.S. Dept. of Health, Education and Welfare, Bulletin 1960, No. 5.



After careful planning, these third-grade pupils have located information about Christmas in Norway, from which they have composed co-operative reports and constructed a Christmas sheaf for the birds.

- c. Dictating sentences based on reading, observation or class discussion as teacher writes on the board
- d. Reviewing material on experience charts produced by the group and the teacher.

Individual research is one of the most suitable activities for superior achievers. In Grade III, pupils may profitably engage in such activities as:

- a. Building models, drawing pictures, diagrams and maps
- b. Labelling articles, maps, charts and diagrams
- c. Locating information in books, preparing notes and reporting to the group
- d. Copying by phrases or statements from authoritative sources in order to substantiate a point of view.

The pupils are generally required to select their materials from a number of books. They must be able to decide which book or section of it would be most useful to them in solving their problems. Through experiences such as these the pupil is helped to:

1. Understand social studies material of appropriate difficulty and interpret it accurately.
 - a. Know words that are more or less unique to social studies
 - b. Gather information from the accompanying maps, charts, diagrams and illustrations.
2. Follow the logical organization of a simple social studies selection.
 - a. Note topic headings and use them as aids in comprehension
 - b. See paragraph organization
 - c. Recognize the progression of ideas.
3. Skim and read material rapidly as an aid in selecting important ideas to remember.
4. Organize the ideas in relation to the question or other purpose of the reading.
5. Read widely, with interest and understanding, narratives and other materials of suitable reading difficulty, including children's literature on the subject being studied.⁶

None of these skills is acquired simply by reading. Each of them is taught and developed through extensive practice. As in the formal reading lesson, the material is kept at the child's level of reading ability.

The teacher must keep in mind the wide range of reading ability in any one class. A typical Grade VI class may have a range of six grades.

The teacher may need to assist the child to locate specific information in more difficult books, for nothing kills a child's interest faster than being given a book which he cannot understand. All social studies reference material should be reviewed by the teacher and arrangements made to present new vocabulary to the child. As the reading skill develops, research and reporting follow as natural sequences in the learning process. When a pupil discovers facts related to his project, he reports orally, pictorially, or in writing, to the class. The reports may be compiled as individual or group projects to answer clear, concise questions. Such questions should be so arranged that a limited amount of reading is necessary to answer them.

Examples of such questions for a report on Life in Medieval England, Grade VI, using as references:

- a. *Glimpses Into Long Ago*, McGuire, E., Macmillan Co., New York, 1945.
 - b. *The Middle Ages*, Unstead, R., Looking At History Series, Bk. II, Black, A. and C., London.
 - c. *Builders of the Old World*, Hartman, G., Little, Brown and Co., Boston, 1959.
1. In what kinds of homes did the peasants live?
 2. How were the houses furnished?
 3. What work did the peasants do?
 4. What tools or implements were used?
 5. How did the peasants pay for their land and protection?
 6. Questions which would lead to generalizations.

In finding answers to questions, the younger child may be told the page numbers on which he will find his information. By Grade IV, he should learn to select books from the library and to locate the information for himself. To do this he must:

1. Learn to use the card catalog in the library.
2. Judge the title of books to ascertain the subject matter.
3. Read the table of contents to see if the topic is included.
4. Use the index to find specific topics.
5. Scan to determine whether his questions are answered in the contents.
6. Read the captions under maps and pictures.
7. Pick out pertinent facts from the material used.

ORAL AND WRITTEN REPORTING

Guidance in Searching for Information

In Division I the information to be secured should be brief and simple, and the process of

6. Adapted from SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS, 32nd Yearbook of the National Council for the Social Studies. National Education Assoc., Washington, D.C. 1962, pp. 179-180.



ORAL REPORTING. The most effective oral reporting is done without a script. Illustrations of various types adds interest and meaning to oral reports. This fifth grade committee is reporting about the early history of Alberta.

finding it direct and uncomplicated. As he progresses through the grades the child should be made aware of the following:

1. Likely places where information may be found:
 - a. Classroom library
Books should be placed where children can see and reach them easily.
 - b. Central school library
In schools that have a central library the children should be taught how to use the library effectively.
 - c. Public library
 - d. Regional library
If the books are sent out on a rotational basis the teacher should plan the enterprises to fit into the schedule.
2. Aids in searching for information.
 - a. Ability to use a subject index
 - b. Ability to vary attack when using a subject index
 - c. Being aware that all references in a subject index are not of equal value.
3. Varying reliability of different sources.

Children in Division II should learn to:

- a. Refer to more than one source
- b. Check statistical data.

Guidance in Using Information

- a. The child should be taught to read until he understands the information. Sometimes two or three careful readings are necessary before the meaning is clear.
- b. The pupil needs to know how to summarize the information he has gained.

Time spent in instruction and practice in giving oral reports is time well spent. In the primary grades a report may consist of one, two or three clearly-spoken sentences. In Division II, the teacher may expect the children to be able to give longer reports requiring more care in their preparation.

Reports of all pupils should improve if the teacher will give instruction and guidance in searching for information, summarizing information, preparing an outline, and speaking in an interesting manner.⁷

Teachers will find helpful information on reporting in *Bulletin 2c* (Language).



Provide for individual responsibilities in research activities set up as part of a co-operative problem solving. As these fifth-grade pupils select, organize, and present information related to Brazil, they are learning to accept responsibility as individuals, and as a committee.

7. BULLETIN 2A, "Reporting to the Class", pp. 29 and 30.

TEACHING THE USE OF BOOKS AND LIBRARIES

The number of central libraries in elementary schools has increased rapidly in recent years. If full benefit is to be realized from these school libraries, students must be taught library skills.

There is a tendency to assume that with a library in the school students will automatically learn how to use it. Children do not know instinctively where to look for specific kinds of information. Unless teachers provide instruction in the library skills needed at each grade level, the school library will lose much of its value.

Instruction is best given when needed to carry out classroom work. It should be followed immediately by practice. Opportunities for both individual and group instruction will arise when students are searching for information in the library and working with books in the classroom or library.

The Children's Book on How to Use Books and Libraries, by Mott and Baisden, published by Scribners, has many excellent suggestions for teaching library skills. The approximate grade level at which children need and are ready to learn these skills is indicated in the following chart.

First and Second Grade

1. The location in the library of picture books and easy reading material.
2. Introduction of the words 'author' and 'title'.
3. Incidental treatment of alphabet and alphabetical arrangements.
4. Library materials, located and chosen by the classroom teacher, related to classroom units of work.

Third Grade

1. Familiarity with these parts of a book: cover, title page, table of contents and index.
2. Attention drawn to alphabetical arrangement of fiction as compared to reference materials.
3. Introduction to the library's shelving arrangement according to subjects; e.g. 971—books about Canada.
4. Use of shelf labels to guide children when selecting materials independently.
5. Advanced students introduced to the card catalog.

Fourth Grade

1. Practice in use of table of contents and index.
2. Introduction to library classification: the relation between classification numbers and

the subject of a book; practice in finding a book given its precise number.

3. Introduction of the card catalog by teaching how to find the call number and author of a book when the title is known.
4. How to use an encyclopedia.

Fifth Grade

1. Continued practice in the use of the table of contents and the index.
2. Review of the use of children's encyclopedias. The use of a second encyclopedia.
3. Familiarity with parts of a book: list of illustrations, introduction, foreword or preface, text or body of book, bibliography, glossary, and appendix.
4. How to use the Dewey decimal system to locate books.
5. How to use the card catalog to find books where given the title, when given the author or when given the subject.

Sixth Grade

1. Review of the main parts of a book including an explanation of such terms as copyright, date and edition.
2. Development of further understanding of the arrangement of library books: ten main classes, divisions of classes and composition of the call number.
3. Review of the use of the card catalog as a guide to the contents of the library.

What Students Should Know About Arrangement of Books in the Library

1. Books are arranged on shelves in an organized method to facilitate location.
2. School and public libraries use the Dewey decimal system for arranging their books.
3. In the Dewey decimal system, all subject matter is divided into ten main classes.

The Story of Numbers Used for Non-fiction Books

Some years ago Mr. Melvil Dewey devised a system of classifying books which is used in many libraries. He chose certain main subjects and numbers, so that all non-fiction books on the same subject would be together on the shelf. He chose these subjects by imagining himself to be a prehistoric or primitive man. He asked himself questions he thought such a man would have asked.

All books on subjects in bold type have numbers beginning with the number given.

- 100 Who am I? **Philosophy** and **Psychology**
(Man thinks about himself)

- 200 Who made me? **Religion** (Man thinks about God)
-
- 300 Who is the man in the next cave? **Social Science** (Man thinks about other people)
-
- 400 How can I make that man understand me? **Language** (Man learns to communicate with others through words)
-
- 500 How can I understand nature and the world about me? **Science** (Man learns to understand nature on the land, in the sea, and in the sky)
-
- 600 How can I use what I know about nature? **Applied Science and Useful Arts** (Primitive man learned about fire and how to make weapons. Man through the ages learned about the wheel, about medicine, planting crops, cooking food, building bridges, and how to make all the things we use)
-
- 700 How can I enjoy my leisure time? **Fine Arts, Recreation** (By this time, primitive man had more time to do the things he enjoyed. He learned how to paint pictures and to create music. He also learned how to dance and to play games)
-
- 800 How can I give to my children a record of man's heroic deeds? **Literature** (Man became a story-teller. He created sagas, fables, epics, poetry, and plays about his ancestors and the people he knew. Later, man put these into writing for all people to read)
-
- 900 How can I leave a record for men of the future? **History, Geography, Biography** (So man began to write about events that had occurred everywhere, and about people who had participated in these events)
-

000 General Works

The numbers up to 100 are used for books which contain information on many subjects, such as encyclopedias and other reference works.

Each of these ten classes is divided into ten sections. For example, History is divided as follows:

- 900-909 ... General History
- 910-919 ... Geography and Travels
- 920-929 ... Biography
- 930-939 ... Ancient History
- 940-949 ... Europe, History
- 950-959 ... Asia, History
- 960-969 ... Africa, History
- 970-979 ... North America, History
- 980-989 ... South America, History
- 990-999 ... Oceanic and Polar Regions, History

These sections are in turn subdivided. For example, the first four numbers in the section 970-979 represent these subjects:

- 970 ... North America—History
- 971 ... Canada—History
- 972 ... Mexico—History
- 973 ... United States—History

4. Since Dewey numbers represent subjects, books on a particular subject have the same Dewey number.
5. Books are arranged from left to right on shelves according to their Dewey classification numbers: e.g. M A
Books with the same Dewey number are arranged alphabetically by the author's last name: e.g. A N
Individual biography is an exception to this rule: it is arranged according to the surname of the person written about: e.g. Ni
is used for biographies of Florence Nightingale.
6. Letters rather than Dewey numbers are used to indicate fiction. E is used for fiction for Grades I to III inclusive and F for all other fiction. Fiction is arranged alphabetically according to the author's last name.

What Students Should Know About the Card Catalog

1. The card catalog lists the books in the library on cards which are filed in trays in a cabinet.
2. All of these cards are arranged alphabetically according to the information on the top line of the card.
3. To help in locating cards, there are labels on the front of the trays and guide cards within the trays.
4. The card catalog contains three main types of cards. For example, for the book, *Getting to Know Brazil*, by Jim Breetveld, there will be these three cards in the card catalog:
 - (a) author card (author's name on top line with surname first)

98.1	Breetveld, Jim
B	Getting to Know Brazil. Coward-McCann, 1960.

(b) title card (title of book on top line)

Getting to Know Brazil
98.1 Breetveld, Jim
B

(c) subject card (subject of book on top line). Note that the subject heading is typed in capitals.

BRAZIL
918.1 Breetveld, Jim
Getting to Know Brazil.
Coward-McCann, 1960.

What Students Should Know About Encyclopedias

1. A general encyclopedia gives brief information about a large number of subjects including persons, places, objects, and happenings.
2. To be useful, an encyclopedia should be up-to-date (see copyright date) and the articles

should have been written by specialists in order to assure the correctness of the information.

3. Topics are listed alphabetically under noun headings.
4. The following are aids in using an encyclopedia:
 - a. Guide letters on the spine of each volume
 - b. Guide words at the top of each page
 - c. Index.
5. The better encyclopedias issue a yearbook.

While most social studies reading is done silently, there are times when it becomes necessary and desirable for a child to read to the group or class. Groups of pupils might well prepare and read related materials for information and entertainment. Good oral reading is done clearly with expression and correct phrasing. Since all students are not good oral readers, the class should not be asked to listen to the poor ones. These pupils may wish to participate, but should do so only after adequate preparation on material at their particular reading level.

In the beginning grades, a child learns to read; in the second division, the social studies-enterprise program is the logical setting for him to put his learning into practice.

See *Reading Handbook*, Department of Education, 1964: for techniques in oral reading, for reading in the content fields, and for one type of formal reading lesson in the social studies.

Other procedures must be followed for group studies.

MAP WORK IN DIVISION I

There is a growing conviction that systematic map study is being made unnecessarily difficult for elementary school pupils by the omission of a mapping program in the primary grades. Too frequently children in the third and fourth grades are confronted with abstract symbols of maps before they know the reality of mountains, oceans, rivers and plains which the symbols represent. In addition, young children generally learn a number of geographic misconceptions which are difficult to correct later on.

The following program for Grades I to III is based partly on reported research, mainly on the experience of teachers who have written for educational journals, and on experience in developing a similar program with teachers in Alberta and elsewhere. At the end of this program, pupils are able to read a simplified atlas to locate an unfamiliar territory and discover the more obvious facts of land forms, elevation, relative distance from pole to equator, etc.

Teachers may choose to defer until the fourth grade the attempt to reach this level of competence, but whether the program is spread over three years or four, **the sequence** of its essential elements should be maintained undisturbed. Above all, until the children have completed a program leading up to map-reading, the teacher should not use flat maps for any purpose at all.

Dual Approach

Within the awareness of the young child is: (1) his immediate locality in home, school, and community (2) great segments of the universe, the sun, the moon, and the earth. The primary grade child can work with representations of all these.

The best thinking today appears to be that children should have access to globes in all primary grades and should be encouraged to play with them frequently. This is possible where children make their own globes.



When pupils are conversant with map symbols, they are able to represent geographical features on a map. This fifth-grade committee is discussing plans for a map of South America.

To Make a Classroom Globe

1. Inflate a number of round balloons, perhaps one for each two children.
2. Rest each balloon in an appropriately-sized bowl while the children work on it.
3. Cover each balloon with sufficient strips of pasted paper to make a thin cast when dry.
4. Paint each covered balloon appropriately.
 - (i) For first grade pupils there need be no attempt at placing the continents. Children might paint the globes blue and add patches "where we live" painted green, white or brown according to the season. On these the children enjoy painting pictures of themselves and familiar places.
 - (ii) Two globes may be reserved to represent the sun and the moon, and painted yellow or white.
 - (iii) Today television, intercontinental travel, and immigration have extended children's interests beyond their own community. As a result, even Grade I pupils will want to paint their globes to represent other countries in which they are interested; or pictures can be pasted to the globe. Continental outlines should be added only when required.

In using the globes in the primary grades, the terms **equator** and **pole** are often best omitted until the third grade. However, when introduced, the terms should be handled separately from the climatic zones and tropics.

Pre-Mapping Activities for Grade I

Part A: Globe play where appropriate throughout the year. Each classroom should have at least one globe. The children should be encouraged to examine and discuss it frequently.

Part B: Pre-reading program.

1. Spontaneous representation, in blocks or other media, of places seen in the playground, in the locality, or on an excursion such as to the railway station or bakery.

This is the simplest concrete, three-dimensional kind of map-making. Children are recording what they have observed, and as they play with their large-scale models they are practicing the simplest form of map-reading.

2. A conducted **tour of the school site**, followed by a large scale, outdoor representation of the site in sand and sticks, fruit cases, etc., will familiarize the child with his new environment and provide initial experiences in map work.
3. **Reconstruction of the school site in the classroom**, with improvised materials.

4. **Both free and guided play** using models 2 and 3 to practice dramatically school safety rules and common courtesies.
5. **A large scale representation on the school-room floor of a familiar street crossing.** Brown paper makes a convenient street, and pupils can supply toy cars and construct street signs, etc. Much safety drill can be practiced on this map while the children are gaining further experience in map-reading.
6. **Individual models** can be made of the classroom and, later, of rooms at home. Blocks represent relative positions of teacher's desk, sand table, their own desks, etc.
7. **A nearby house under construction** may be visited and plans and their purposes observed.

To help overcome later difficulties in representing three-dimensional land forms on maps by using their base area only, pupils should be given opportunities in map play to observe from a height, if only by standing on their chairs and looking out through the windows (firmly closed) at the school site, and then down upon their own floor model.

Awareness of relative distance can be heightened by observation of distances to familiar places, but can be computed only if appropriate units such as street blocks are used. It can be discovered, for example, that it is farther to the gas station than to the drug store. Activities of this nature correlate with number work.

Direction

Opinion is divided over the best time for introducing direction. If it is introduced in Grade I, only the four cardinal directions should be employed, with frequent exercises and games, to familiarize the children thoroughly with the new concept. If introduced later, emphasis should still be on the four cardinal directions only, until these are thoroughly mastered.

All direction work should first be undertaken outdoors in weather permitting orientation by the sun. When directions are used indoors they should be related to the known outer world so that the child remains conscious of the true nature of direction. The primary grade teacher can guard against verbalised directions (thinking of India as the East, therefore east of us) by frequent reference to the direction of known places, and gradually expanding the child's horizon. Using the globe, pupils of Grade III and beyond can take imaginary journeys around the world. A liberal use of pictures makes these journeys more valuable. A direction chart on the ceiling or floor of each Division I classroom is helpful.

Grade II

Part A: Continuing Globe Play

Mimeographed outlines of the continents can be pasted to the children's own globes. Home of circus animals or "story book friends" can be painted on these.

Part B: Pre-reading Map Program

1. Construction, following a walk in the neighborhood, of a **large-outline floor map**. A sheet of linoleum of brown paper strips joined together can be used. Children should still work in three dimensions, but at this age they prefer more permanent modelling materials.
2. The **sand tray** indoors or an area of the school playground can be made to represent mountains and plains, and can be used to show run-off of rain and to demonstrate drainage, erosion, and landscape change. (See science texts for method and associated activities). Geographic thinking can be fostered by the neighborhood excursion and map to discover the locations of the gas station, etc. **Directions** will be introduced or earlier learning reinforced by further use. A simple **legend** can be developed so that other people can read the map. Once introduced, legends should be used wherever possible and should be consistent. A consistent policy regarding maps and atlases throughout the school will help to prevent confusion at this stage of learning. Eventually, of course, the child must learn that maps vary. He must then be trained to check the legend of every map he uses because in Grades V and VI he will have reason to use a variety of maps.

Grade III

Part A: Globe Work

Continuing both to aid and to record the child's expanding awareness of distant lands. Flags, pictures, or plasticine models can be applied to the child's own globe to locate new acquaintances.

Part B: Program Leading Directly to Map-Reading

1. Class **excursion** to an elevated position, as a hilltop or a public building. Observe and sketch the section of the landscape in which their homes are located. Direction is noted and recorded on all sketches and all records thereafter. Art and map-making can be closely correlated.
2. During the activity session following the excursion, while some children are modelling objects observed (bridges, airport, etc.), a group with the teacher can prepare a **sand tray model** of the landscape

observed. Models are then placed in position and discussions are held so that the children become familiar with the whole model as a record of what was observed.

3. The class can be led to the conclusion that some other form of record might be easier for the whole class to see at once, and that a **cast of the model** could serve this purpose.

A group, with the teacher, can make a papier mache cast from the sand model by wetting the sand and then spreading one layer of newspaper over the sand before applying several layers of paper and paste. Weigh down the corners until dry. The cast can be painted with different colors for land, water, major buildings, etc.

The prepared cast is light and can be hung on the wall. It is important to **face the class to the north** for this part of the program so that no re-orienting has to be achieved by the pupils since the cast is hung in the conventional fashion with the north at the top. In this early learning stage it greatly assists the children if their pages, charts and casts, all face in one direction. Relating the map to actual direction is then much easier for them. In later grades the children will be taught to check the orientation of each map they use.

4. Children will observe that when looked at in this wall position the difference in land heights can no longer be readily seen, so they discover the necessity for a method of showing **elevation**. The cast can then be painted. At this stage only two or three colors should be used, for example, green for low land, brown tones for higher land and blue for water. This color key should now appear on all the children's maps.
5. Pupils will now observe that it would be a further convenience for their record to be on a flat sheet. The teacher can now fasten up chart paper the same size as the cast and sketch off the necessary outlines. The **transition** has now been made to a **conventional two-dimensional map**.
6. After a class decision to make their own maps to take home to show their parents, each child can sketch his own copy of the wall map. Problems of scale can be discussed in relation to the different sized maps which are being constructed. The size of the area will probably not be known. It can be measured in a car by a group of pupils with parents or teacher, and a note made of a simplified scale, for example, 4" to 1 mile.

7. In moving to the **mapping of a larger area** than the locality, the whole class cannot visit and observe the area, but by using reports by pupils who are familiar with certain roads, the whole process from stages 2 to 6 can be reworked profitably. An effective **exercise in map reading** can then be conducted by pupils reading off what they would expect to see along some of the roads they have not yet actually travelled. Imaginary journeys with discussions of what they see as passengers, help children thoroughly to enjoy map-reading.

Maps taken home can, with the co-operation of parents, be used to guide the family's recreational drives, and can be related to the father's road map.

8. By lavish use of pictures, both projected and flat, children can now become familiar with those of the **following land forms not already within their experience**: river, harbor, tributary, source, mouth, lake, ocean, strait, gulf, cliff, mountain, hill, plain, plateau, waterfall, coast, etc. A large bulletin board display can be made, with pictures of the land forms connected by tapes to their location on a composite picture chart, and later on to a map of the picture area, using accepted symbols for all the land forms.

Learning should be reinforced by modelling, labelling, charts, etc., so that children thoroughly learn the concepts and the verbal and mapping symbols for them.

9. It is suggested that the teacher **now use a globe**, around which the children can group for closer study. Simplified physical globes are recommended. By questions the teacher then takes the children exploring in different directions from their location. As the pupils report that they see oceans, plains, etc. on the globe,

the teacher could display pictures of these. Some could be those pictures used earlier to identify land forms.

10. **Reading for political information**

Using a large wall map of North America:

- (a) The pupils discover the U.S.A.-Canadian boundary line, and become aware that Canadians occupy a limited area of the North American continent.
- (b) They pursue their investigations of major land forms and political division. Include map-reading. The wall maps should be selected as matching both the simplified school atlases to be introduced in the next stage and the globes already in use.
- (c) They locate railway lines, capital cities, and some provincial boundaries.

11. **Simplified school atlases** can now be introduced as a further convenient way to examine parts of the globe in more detail. The parts examined will be determined by the requirements of the reading and social studies programs. In the third grade, children's learning from the atlas should still be reinforced by **three-dimensional representation** of what they have read. Colored plasticines are especially useful here.

Because of the difficulties that come from projection error and the general sense of unreality of a world map, it is suggested that all maps of the world be omitted until later. Some writers urge that maps of the world be left to the junior high school.

In conclusion, **mapping is fun**. A program undertaken in this spirit will be reinforced by the child's voluntary repetition of exercises at home and by involvement of the whole family.

MAP WORK IN DIVISION II

The further development of map work skills in the upper elementary grades is as important as the introduction to map work and the initial activities in the primary grades. There should be no arbitrary division, for the broadening of symbolic language, the calculation and estimation of distances, and the pupil and teacher use and interpretation of maps is a continuing process. The pupil must be encouraged to draw maps and record information on maps. He should not be discouraged by insistence on the lavish copying of textbook or atlas maps. The mapping skills he acquires must be used in **concrete situations** arising out of pupil involve-

ment in syllabus topics. Map work must not become a chore, nor a subject to be studied because of tests or examinations.

A map is a visual representation to scale of an area. It may represent the distribution of one or more phenomena. Its use therefore has relevance to other subject areas, for example, to science, in plotting distribution of things; to current events, in locating places; and to mathematics, in calculating scales and distances. The use of a map in any classroom situation will depend on the teacher's insight into a subject area and his perception of teaching situations.

The character and nature of map work in upper grades is different from primary grades, although continuous practice in the use of the primary skills is still essential. Symbolic language must be extended and pupils brought to a point of visualizing the real thing from the recognition of these abstract signs on a map. The measurement of distance, the estimation of direction and the concepts of scale must be more precisely and clearly conceived. The problems of representing relief features on a two-dimensional surface have to be carefully examined. The map must now become a tool or an instrument, a source of information, a point of reference, a device which can illustrate relationships between groups of phenomena. This necessitates a map library in every school. Many copies of some maps must be available, for example, the local area, but single copies of a variety of landscape-type areas are equally essential.

Without maps map work will perish

As the syllabus topics extend to studies of distant places, the change from using large-scale maps entirely (representing small areas) to small-scale maps (representing extensive areas) becomes increasingly imperative. This demands careful teaching in Grades IV and V. The use of small-scale maps is not recommended by most educators before pupils are conversant with the use of symbols, scales and orientation in large-scale maps,—about Grade IV.

It is not advisable to short-circuit steps in the program. **Each step in the development of map work skills is as vital to the whole as the whole program is to the teaching of social studies.** As the program bridges three grades it is the teacher's responsibility to evaluate the pupils' stage of development at the beginning of each year and continue from there. The ability of pupils, the availability of materials—maps in particular—the teacher's inclinations and knowledge, the character of the topics taught, and the nature of the local area are all major considerations. Therefore, a clear-cut program cannot be devised for general application. Only broad suggestions may be made, but from these a particular program can be drawn up for a particular school, and the responsibility of administrators in this context is implicit.

At the end of Grade VI, as a result of the map work program, the pupil should be able to visualize accurately the landscapes represented on topographic maps. He should be capable of extracting information relevant to a particular study and show relationships between phenomena represented on the map. He should have confidence in drawing maps himself and recording on those maps information he has gathered. In brief, he should be able to interpret maps, use maps for reference, and express his ideas in maps.

Grade IV

Summary of Program

1. Continuing experience in calculating distances, estimating directions, and the identification and use of symbols.
2. Representation of relief features on maps.
3. Bridging the gap between large-scale and small-scale maps.
4. Map reading in the local area.
5. The use of maps for recording information.
6. The use of large-scale maps in study topics, particularly sample studies.
7. The use of the globe, atlas, and wall maps in mathematical geography.

Suggested Activities

1. Attempt to calculate distances and directions, using large- or small-scale maps. Refer increasingly to the scale on the map and show how accurate calculations can be made on large-scale maps and less accurate on small-scale maps. Symbols must be identified as they occur in maps. Aerial photographs will help pupils to visualize "new" features, as most maps are used.
2. The representation of relief features (or surface configuration) on a flat surface (a map) is a difficult problem and unless there is careful teaching the pupil will fail to understand the significant relationship between symbols (contours, hachuring, and colors) and the real relief feature(s).

Activities

- a. When the pupil is conversant with the maps of the local area **draw in street outlines** and indicate changes in slope by drawing arrows the way the water runs in the gutter, arrows close together when the slope is steep, and wider apart when the slope is gentle. These arrows can be regarded as **rudimentary hachures**.

In the same map shade in all areas above the level of a central point on the map—the school or the pupil's home—and all areas should then emerge on the map—an "elevated" area, a "low" area, and a "level" (to the pupil) area around the central point. The boundaries between these areas can be regarded as **rudimentary contour lines**. This activity implies practical experiences outside the classroom and can be used most effectively where significant changes in the local relief are readily observable.

- b. Relief models, landscape models, or village models constructed during a study of a syllabus topic may be equally effective in conveying ideas of relief representation and are an alternative in school areas where surface configuration is gentle or near-flat. By drawing contour lines on hill surfaces, or coloring defined areas of elevation, pupils can visualize the transference of lines and colors to a flat surface.
 - c. **The use of true raised relief maps in study topics.** These are three-dimensional and colored, constructed from plastic materials, and can be obtained in large and small scales.
 - d. The constant use of pictures in study topics, and attention drawn to relief features illustrated.
 - e. The use of relief symbols when pupils compile their own maps. They may use techniques such as hill profiles, drainage features, and layer-coloring.
3. Introduce small-scale maps.
- Activities**
- a. "Expand" the local area by joining together a number of large-scale maps and display on the wall or floor. Locate the total area of these maps on a:
 - (i) Map of Alberta
 - (ii) Map of Canada and/or North America
 - (iii) Map of world and a globe, to illustrate:
 - (i) The vast size of Alberta, of Canada, and the world
 - (ii) The serious limitations of small-scale maps
 - (iii) The orientation of the local area in the province, the country and the world
 - (iv) The perspective of size and scale.
 - b. The "journey" method is a valuable technique for bridging the gap:
 - (i) Start from the local area and draw routes (a road map is useful here) of holiday trips made by pupils. Measure distances from the scale and calculate directions.
 - (ii) Trace train and truck routes to neighboring provinces.
 - (iii) Trace air routes from the local area to centers of population in Canada, North America, and the world. Use wall maps, atlases and, when estimating directions of routes, use a globe.
 - (iv) Trace the routes of explorers (land and sea) from Europe since the fifteenth century.
 - c. Through discussion of current events, locate and identify places on a globe, wall map, or in an atlas. A bulletin board with a world outline map is valuable.
4. Once the pupil is conversant with the local area large-scale map, field trips should be considered as opportunities for map reading, viz. identifying features from map symbols, estimating distances and directions, tracing routes and visualizing. A copy of the local area map should be on permanent display for easy reference.
 5. Maps are a convenient visual form for recording information. As studies are made of farms, settlements, etc., simple maps should be compiled by the pupils summarizing lesson content. These map summaries or sketch maps should result from simple research activities which involve the use of pictures, written descriptions, statistics, or other visual forms. These map summaries will need careful teacher guidance in their compilation.
 6. When the pupil is familiar with the local map and has "read" it in the field, use large-scale maps of other areas, particularly in relation to detailed sample studies (usually toward the end of Grade IV). As the pupil will not now be able to visit the area, pictures (ground, aerial, oblique or vertical) must be used in conjunction with the map and the study, so that he may visualize accurately the real landscape. This is the first stage in the use of a large-scale map as a source unit. Therefore, the map chosen must be simple, uncomplicated by many symbols.
 7. Refer to wall, atlas maps, and the globe to identify the Equator, North and South Pole, the Tropics, the Arctic and Antarctic Circles and the latitude and longitude of the local area. These should not be considered **in isolation** but tied in with a syllabus study or current events.

Grade V

Summary of Program

1. Continuing activities and the development of skills:
 - a. The representation of relief
 - b. The use of large-scale maps in sample area studies
 - c. The calculation of distance and directions and symbol identification.

2. Using maps as source units for establishing relationships between groups of phenomena:
 - a. Single-topic maps
 - b. Small-scale maps
3. Simple descriptions of areas using large- and small-scale maps as primary sources.
4. The further use of small-scale maps in teaching latitude and longitude.

Suggested Activities

1. a. Continue the study of relief features on large-scale maps, becoming more specialized in the identification of **local relief**, for example, spur, ridge, lagoon, cliff, isthmus, etc. Continue to use pictures for visualizations.
- b. Use large-scale maps in sample studies, as a source unit, and pose questions, the answers to which can be found in the maps.
- c. Continue with the calculation of distance and direction, using different scales.
2. a. During the year's work commence using maps for establishing relationships between various elements in a landscape. Use a simple map or a portion of a more complex map, and on separate sheets of tracing paper:
 - (i) Trace selected contour lines and layer color between the lines
 - (ii) Trace drainage patterns in blue
 - (iii) Trace vegetation patterns, natural and cultural, in green
 - (iv) Trace communication routes in red
 - (v) Trace settlement patterns in black
 - (vi) Trace industrial sites, public buildings, the pattern of farmscapes, or any other features appropriate to the study in hand.

These maps are called single-topic maps. Any two or three of these tracings can now be superimposed as "overlap" to establish any possible relationships between the particular features, e.g. drainage and settlement or farming patterns, relief and communications, natural vegetation and extractive industry, etc.
- b. After this technique has been used, adopt the **same approach** in the use of **small-scale maps**, except that reference will now have to be made to different maps of the same area, e.g. population distribution map, land-use map, climatic map, physical-political map, etc. (A good atlas is essential). Initially, it will be necessary to demon-

strate what these maps show, and reference to the local area is essential, for example, the small-scale population distribution map can best be understood by displaying a large-scale population distribution map of the local area.

Establish relationships first between one mapped element and another before moving on to a description of an area by referring to a number of maps.

3. Once the technique of using single-topic maps has been established, short, simple, oral or written descriptions of areas should be attempted. It is important that simple maps only be used and that the description be an integral part of syllabus topic study.
4. Examine, firstly, the latitude of places, using models, the globe, and small-scale maps, and secondly, the longitude of places. After teaching this, habitually locate places discussed or referred to by the use of latitude and longitude.

Grade VI

Summary of Program

1. The major portion of the work should be the application of map work skills and knowledge in topic-study situations.
2. The use of large-scale maps of countries outside North America.
3. The use of small-scale maps of different projection.
4. The teaching of longitude, the seasons, and time differences on the earth's surface.

Suggested Activities

1. In every areal study, maps should now be used as source units. Continue practice of skills. To the Grade VI pupil maps should now be:
 - a. Sources of information
 - b. The primary source for assisting him to establish areal relationships
 - c. The bases for the description of areas
 - d. The reference for locating places
 - e. A means of recording information simply and accurately.
2. The study of symbols, scales, and draughting techniques should be continued by examining large-scale maps produced by survey departments of overseas countries, e.g. British Ordnance Survey maps, German, French, or Australian maps. Single copies are sufficient, and maps of representative areas should be selected for use in topic studies.

3. Consider the value and relevance of different map projections for different purposes. Examine various projections, by illustration only, with references to continental maps (North America) and world maps. A good atlas will illustrate the various examples, such as Molleweide, Sinusoidal or Sanson-Flansted, Zenithals, Conical and Modified Conical.
4. Illustrate by demonstration why we have

four seasons, why places have varying lengths of daylight, and why there are time differences between places. Represent the earth by a globe and the sun by slide projector. Earlier teaching of latitude and longitude, of earth rotation, the earth's inclination and axis, and the identification of the important parallels, is necessary before this teaching unit can be undertaken.

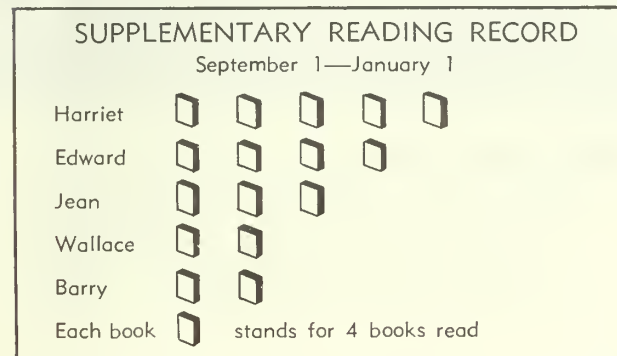
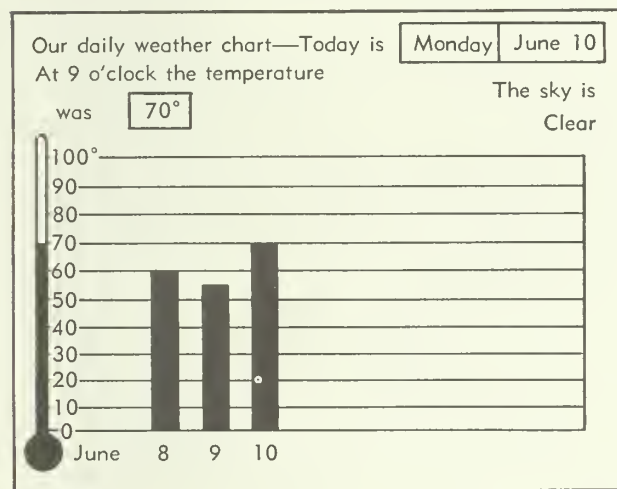
GRAPHS AND CHARTS

"Visual material in the form of graphs and charts are exceptionally effective devices for conveying ideas.

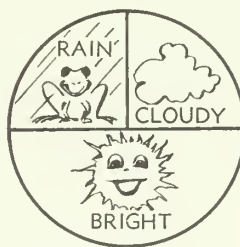
"When the content of graphs deals with familiar experiences, the children are able to see the relationships the graph is attempting to portray."⁸

Graphs Suitable for Primary Children

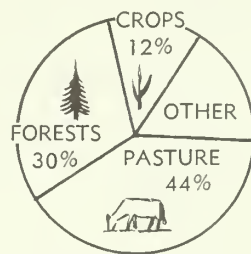
1. Simple bar graph recording daily temperature
2. Pictorial or semi-pictorial graphs showing books read. (Later one picture may represent 5 books)



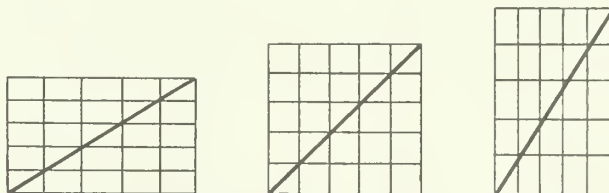
Area or circle graphs may be understood by pupils in Division II but circle graphs constructed on a percentage basis should not be used until the pupils understand the arithmetic involved.



Hours of Sunshine in April



Land Use in Mexico



This line graph illustrates that false impressions may be created by changing the grid. The same data were used on three different grids, resulting in varying steepness of slope.⁹

Children should learn to make graphs for themselves using squared paper.

The best teaching of graphs comes when many opportunities are provided for the construction and reading of graphs. The children must have specific instruction in their construction, interpretation and use.

For problems involving graphs and their construction see *Seeing Through Arithmetic*—Book 5, p. 235; Book 6, p. 266 and *Arithmetic We Need*—Book 5, pp. 293-295; Book 6, pp. 166-168.

8. Jarolemik, J., SOCIAL STUDIES IN ELEMENTARY EDUCATION, Macmillan, N.Y. 1963. Page 231.
9. Ibid. 231.

USING A CHRONOLOGICAL FRAMEWORK

While no attempt is made in the elementary grades to undertake the teaching of the chronological history of Canada which is provided for in the junior high school, at a number of different places in the elementary curriculum studies of the past do occur. Each study should be more significant if it is located in its place in the time sequence. On the other hand, there is research evidence that maturation is the most significant factor in the development of awareness of historical time and that to merely teach dates to elementary children is to teach nothing of meaning. The following points seem worth making:

1. That the most commonly used time measures are learned earliest.
2. That precise dates are no more difficult to learn than approximations.
3. That periods of time farthest from the child seem easier to put in sequence than periods close to him.

The following skills program in the use of historical time is recommended:

Grades I and II

Frequent use of references to differences in objects or practices when "mother was little" or when "our grandfathers' grandfathers were coming here" or when "there were only Indians here," etc.

Grade III

Detailed attention to the differences in the ways of life of Indians, or Eskimos that have been caused by white settlement. Use of modern Indians as resource persons to ensure awareness of the difference of the past, for example, scalps are no longer collected and the nomadic hunting life no longer exists. Maintenance of news clipping collection on Eskimos or Indians today.

Grade IV

- a. Review and frequent use of time distinctions made in earlier grades.
- b. Study of a pioneer community.
- c. Setting up of a framework of a few key events of the history of travel.
- d. Linking of (b) and (c) with key characters from stories. For example, the wheel was invented long before the birth of Christ; Quebec was settled before the steam engine was invented but the steam engine was invented in time to bring most of the pioneers by train to the West.

Grade V

- a. The construction of a personal ten-year time chart by each child:

I was born in 195 ____
I started school in 195 ____
We moved our house in ____
I had my polio shots in ____
We flew to the coast in ____

- b. Writing of an autobiography based on the dates used.
- c. Construction of an illustrated time chart for the locality and/or the province for this ten years.
- d. Construction of a probable time chart for a child who lived in, say, the time of Frontenac:

My father died when I was two.
My two sisters died when I was six.
We travelled by ox-cart to ____ .

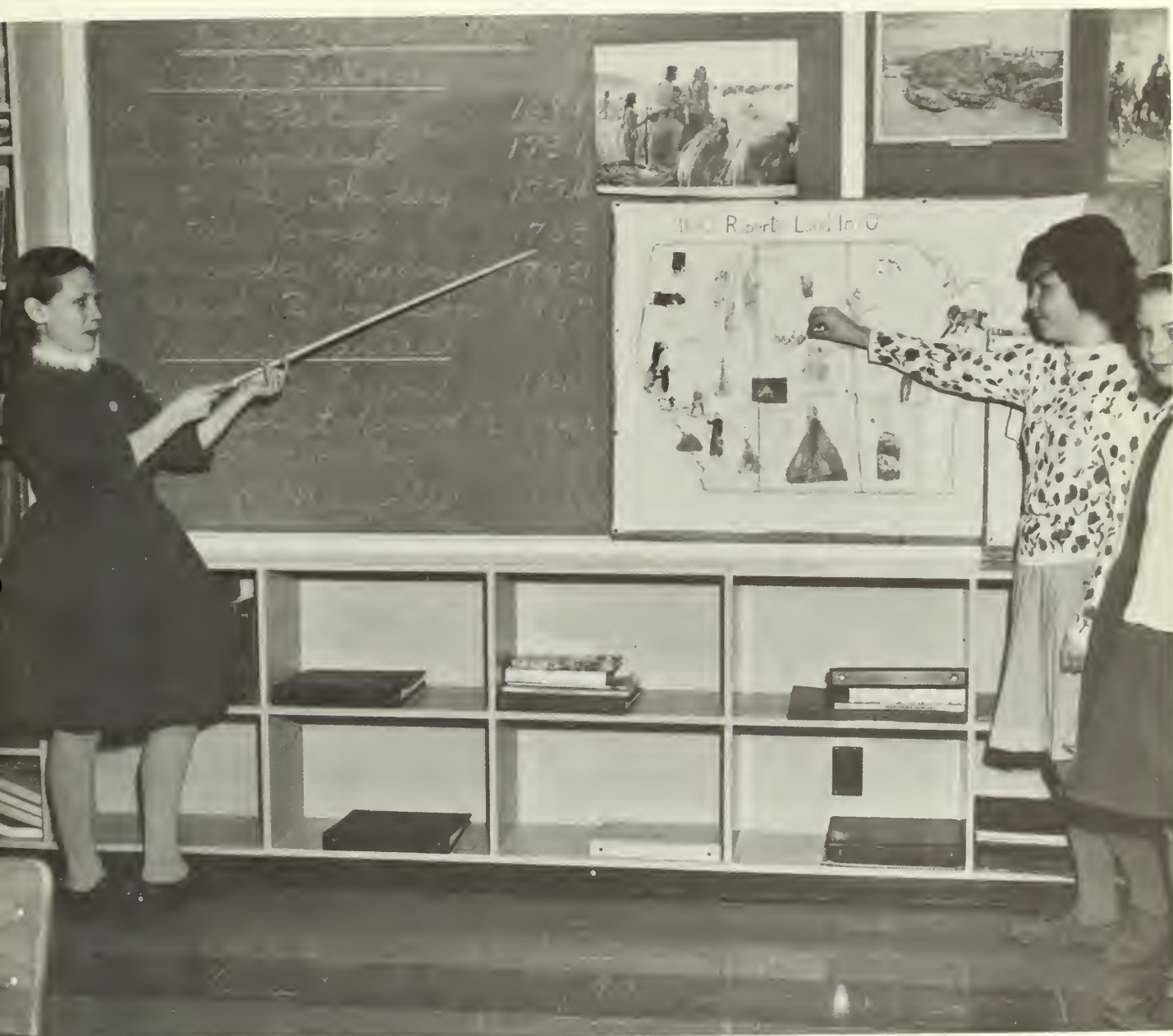
- e. Large scale, wall length, illustrated time chart of major explorers and scientists.
- f. Establishment of **no more than ten** key people or events for which dates are memorized in order to provide a **frequently used** chronological framework. Flash cards, quizzes, "guess who", dramatization, etc., can be used to ensure mastery of this framework.

Grade VI

- a. Continued frequent reference to framework of key persons, events and dates.
- b. Placing studies in Units I and IV in the framework.
- c. Construction by children of a long, large-scale time line of the 6,000 years of historical time. The full length of a corridor or two sides of a classroom are usually suitable for this. A roll of brown paper can be used for the backing and appropriate cut-outs of people, ships, houses, etc., can be applied during the year.
- d. The framework of key persons, places and dates as points of reference could be somewhat expanded.

For further reading

HOW TO DO IT Series—No. 22, *How to Develop Time and Chronological Concepts*. National Council for the Social Studies, 1201 - 16th Street, N.W., Washington 6, D.C. Price 25 cents.



A study of Alberta in the fifth grade provides an opportunity to learn a chronological history of events. The pictorial map and the pictures on display help to make the historical events more meaningful.

CHAPTER VI – SUGGESTED METHODS OF INSTRUCTION

DEVELOPING CONCEPTS AND THE ABILITY TO MAKE GENERALIZATIONS

A child's ability to benefit from instruction depends to a large extent upon the validity of the concepts he has already; therefore, the teacher has responsibility in this regard. If the concepts are true the pupil can be led to make generalizations.

Concepts

A child's concept development will progress only with his vocabulary development, (listening, speaking, reading and writing vocabulary).

In Grades I and II, the children should develop concepts of home, family, work, co-operation, community and such aspects of the modern world as communication brings within their environment. As these concepts are enriched the children discover generalizations concerning responsibility and dependence on each other, of members of a family and community.

Grades III and IV pupils should develop concepts of world neighbors, pioneers, explorations, etc. These concepts should lead to generalizations concerning where we are in relation to the rest of the world, in such matters as climates, clothing, standards of living, etc.

Grades V and VI pupils should develop concepts concerning natural resources and civilizations, the universe, etc. Their concepts could be linked into generalizations concerning where we are in relation to the rest of our country, some sense of where we are in the history of civilization, our dependence upon nature, society, etc.

Accurate concepts are developed only over a period and through a variety of purposeful, problem-solving situations. **Generalizations are discovered, not taught.**

Generalizations

"A generalization is a universally applicable statement at the highest level of abstraction relevant to all time or stated times about man past or present."¹

"Helping individuals to understand and form generalizations is a basic responsibility of social studies-enterprise instruction. Broad generalizations are not to be taught directly. Understanding of generalizations results from a process in which pupils build their understanding gradually from many carefully planned and directed learning experiences. Pupils' learning

is enhanced when actual experiences, audio-visual materials, reading and discussions are employed effectively, and when precise procedures of instruction are combined in an organized, conscious effort to help the pupils arrive at valid and significant conclusions. To facilitate the achievement of this goal, the overall generalizations must be reduced to workable subdivisions (sub-generalizations, concepts, factual data) which become reference points for particular lessons or units of study and from which the broad generalizations are gradually conceived by the learner."²

Pupils can generalize only to the extent that the breadth and depth of their knowledge permit, and pupils cannot overcome their limitations by merely verbalizing. Generalizations are best acquired in problem situations in which pupils are helped to acquire facts, see relationships, and arrive at valid conclusions.

"Generalizations may be developed in two ways: (1) by deductions from other generalizations (2) by induction from observations. In the deductive process, the child is given the generalization and must discover for himself many of the instances to which, on the basis of experience, the generalization applies. In the inductive process, the child discovers for himself the generalization as well as the instances to which it applies."³ The social studies-enterprise lends itself to the latter approach. In any case, the emphasis must be on understanding of and not the rote learning of generalizations.

Examples of Generalizations from the Social Studies-Enterprise

FOOD:

"While people are supporting themselves with hunting, fishing and food gathering, the area will support only a thin population."

CLOTHING:

"... Civilized populations are dependent on many and often distant regions for their food, clothing and other requirements."

TRANSPORTATION:

"The development of communication and transportation routes in any area is vitally affected by the physical factors of terrain and climate."

1. SOCIAL STUDIES IN ELEMENTARY SCHOOLS, Michoelis, 32 Yearbook (1962).

2. Report of the State Central Committee on Social Studies to the California State Curriculum Commission (1961).

3. EDUCATIONAL PSYCHOLOGY, McDonold, Frederick, Wodsworth Publishing Co., 1960, p. 167.



Group planning is prerequisite to effective group action. Many ideas and procedures are suggested as these fifth-grade boys formulate goals and purposes.

COMMUNICATION:

"Before the time of printing the community at large was the center of education."

EDUCATION:

"The school can provide many kinds of education which the home could never furnish."

RECREATION:

"Inland waters, mountainous areas, and

seaside locations (serve) as centers for health and recreation."

Further References

1. Bruner, Jerome H., *The Process of Education*, (Chapters 1 and 3), Harvard University Press, 1960.
2. Excellent filmstrips and recordings called *The Elementary School Economics Series*, produced by McGraw-Hill demonstrate many methods of teaching to establish generalizations.

DEVELOPING UNITS OF WORK

I. Selection of the Enterprise

Students in Grades III to VI should take at least one enterprise from each of the four main sections, A, B, C, D.

Basis of Selection

- a. Capacity of the enterprise to contribute to the development of the student (attitudes, appreciations, understandings, skills).
- b. Ability of the enterprise to enlarge certain areas or to fill in gaps in student knowledge. This presupposes that the teacher has an adequate knowledge of:
 - i. the needs of the children in his classroom
 - ii. a record of enterprises taken in previous grades.

Selecting a Title

In selecting the name of an enterprise, it is important to choose one sufficiently broad in scope that it can be broken down into a number of sub-problems. The title limits the scope of the enterprise and must be selected very carefully.

II. Preparation

A. Obtaining Information

The teacher should have a good grasp of the scope of the topic and a true understanding of the related areas under the topic.

B. Defining Expected Learnings in the Enterprise

As the teacher plans the enterprise, he should keep in mind some of the attitudes, skills and understandings which every enterprise should develop:

1. Increase in pupil's ability to search for, to summarize and to organize information
2. Co-operation

3. Assuming responsibilities
4. Self-reliance and ability to work on one's own.

C. Surveying Possible Sources of Information

The teacher should survey the possible sources of information available to the pupil in the school. He should also examine the following sources:

1. Public libraries
2. Magazines, pamphlets and newspapers
3. Auditory, visual and projected materials.

D. Making a Plan

The enterprise method demands two types of planning:

1. Long-range planning (the master plan). This should carefully indicate the informational skill and attitude objectives; and the learning activities that would be likely to help most in accomplishing these objectives.
2. Day to day planning. This is more or less a log of activities but is important if the objectives are to be met within the time limit.

III. Setting the Stage

At this stage, the teacher's objective is to arouse in the pupils the maximum amount of interest in the topic to be studied.

Any one or combination of the following may be used to set the stage for an enterprise:

1. Display of pictures
2. Suitable story or poem read by the teacher
3. Maps and charts
4. Projected material

5. Display of books for browsing
6. Display of objects
7. Visit of a resource person.

A. Length of Time to be Spent in Setting the Stage

It will take more than a film, a story, or poem to "set the stage" for work on the enterprise. Building up the necessary educational background would probably take a week.

IV. Planning with the Pupils

In the next stage the teacher must help the pupils to:

1. State the main problem
2. Break it down into sub-problems
3. Determine what should be done to solve the problems.

A. Pupil Participation

1. Pupils with very little experience in taking part in group work will need to be encouraged to participate and to be assisted in their efforts.
2. The atmosphere should be enthusiastic but controlled. Democratic behavior should prevail.
3. The size of the class will largely determine the formality or informality of the discussion.

In any case, the teacher must have unobtrusive but firm control and keep the discussion to the point.

B. Handling Discussions

1. Rules for the conduct of discussions will be adhered to more readily by the pupils if they have had a part in drawing up the rules.
2. The questions arising from the background study could be listed on the blackboard, then arranged under headings.
3. The "overview approach" may be used in situations where the children do not ask questions or offer suggestions. The teacher vividly sketches a broad outline of the topic in an interesting manner.
4. If the new topic follows naturally and easily from the previous study, the children will be more interested because they will be proceeding from a familiar basis. This implies that the teacher knows what units were studied in previous years. It necessitates keeping detailed records.

V. Guiding the Activities

The kind and extent of pupil activity will depend on the experience and interest of the pupils, and the ingenuity and resourcefulness of the teacher.

See Chapter V, Sections A and B for further discussion of pupil activities in the social studies-enterprise.

A. Kinds of Activities

1. Reading Activities

In order to search for information effectively children must be able to:

- a. Understand how to use the index and table of contents of a book
- b. Skim

See Chapter V, Section d, 1, "Teaching Reading in the Social Studies - Enterprise".

2. Language Activities

In *Bulletin 2c*, (Language) pp. 31-40, there is a discussion of oral and written reporting in the social studies-enterprise.

B. Organization of the Class

Ways in which the work may be carried on:

- a. Whole class activities
 - i. Learning a song, game or dance closely associated with the enterprise theme
 - ii. Listening to the teacher present material
 - iii. Reviewing some important parts of the enterprise.
- b. Small-group activities:
 - i. Studying a sub-problem in order to present the findings to the class
 - ii. Making a frieze, panel or series of illustrations
 - iii. Preparing a play for presentation to the class.

1. Organization of Small Groups or Committees

- a. If the teacher, when making his plan, indicates the activities most suitable for whole-group, small-group or individual assignments, he can to some extent arrange the type of organization suitable for his particular class.
- b. Situations may arise in which the teacher must decide whether or not the inclusion of a certain pupil will be conducive to harmonious relationships within the group. Generally children who like each other will work best together.

- c. The teacher must see to it that each child is given ample opportunity to practice basic skills as well as develop his own special talents.

2. Organizing the Work

- a. The small groups should have an opportunity to discuss among themselves the organization of their work.
- b. The teacher should be prepared to assist where help is needed in assigning duties and mapping out a schedule.
- c. There should be sufficient reference material so that all groups may get to work without delay.

C. Guidance in Searching for Information

- a. In Division I:
 - i. Directions for finding proper sources of information must be simple and specific
 - ii. The information sought must be brief and simple
 - iii. The process of finding the information must be uncomplicated.

- b. In Division II:

The child is progressively made aware of the following:

- i. Likely places where information may be found
- ii. Aids in searching for information
- iii. Varying reliability of different sources.

It is poor teaching—and poor public relations to send a child home for material which should be available in the school.

D. Likely Places Where Information May be Found

Likely sources of information are discussed in Chapter V, Section D, 1, 2, 3, 5 and 6.

E. Construction and Illustrative Work

Construction and illustrative work have never been considered as an end in themselves. They are of value in the social studies-enterprise program only to the extent that they contribute to learning.

See Chapter V, b, "Creative Activities in the Social Studies-Enterprise Program", for discussion of construction and illustrative work.

F. Special Problems

1. Class Control

- a. Small groups as well as individuals work at different speeds. If one group finishes ahead of the others its members may:
 - i. join other groups where they can be most helpful
 - ii. remain as a group and tackle another problem
 - iii. proceed with individual projects.
- b. The teacher may have to deal with the solitary child. He may be solitary because he is shy or independent. In neither case should he be forced to work with a group, although he may be encouraged to see that group work is more fun and may result in a superior product.

Careful planning and adequate material are a prerequisite to effective class control.

2. Duration of Enterprise

Experience suggests that enterprises usually vary in length from six to ten weeks in Division II, according to the number attempted during the year. In Division I, the enterprises are usually of shorter duration.

3. Resources and Reference Material

- a. Three or four copies of one book are sometimes of value in addition to several books of different titles.
- b. Pictures and information brought by children can become part of a permanent file.
- c. Resource units prepared by teachers are intended primarily to assist in the preparation stage of an enterprise.

4. Science and Health Correlations

Science and health can very well be integrated. However, some topics may be taught as separate units. There is no need, and little use, to force correlations. If certain areas in health or science are not adequately covered they should be studied as parallel activities.

VI. Providing for the Culmination

- 1. The culmination should be an integral part of the enterprise, not something "tacked on".
- 2. It establishes a goal toward which all activity in the enterprise is directed.

3. Its main function is a review, a drawing together of the important achievements of the enterprise.
4. The children, not the audience, are the important part of the culmination.

VII. Estimating Progress Made

1. The teacher should make a careful check of his objectives to see whether the desired learnings have resulted.
2. Progress should be evaluated throughout the enterprise, not only at the end.
3. Progress may be measured by means of:
 - a. tests
 - b. observation of children's behavior or the products of their activity.
 See Chapter VII, "Evaluation for Detailed Suggestions".

Pupil Participation in Estimating Progress

The pupils should be encouraged to appraise their own work as well as the work of the group. They should discuss:

- a. Features of excellence
- b. Inadequacies
- c. Suggestions for improvement.

They should criticize:

- a. Their own and others' reports
 - i. adequacy and accuracy of information
 - ii. organization
 - iii. summary
- b. The reporter:
 - i. clarity of speech
 - ii. poise
 - iii. correct English
 - iv. effectiveness.

Phases of the Enterprise

1. Selection
2. Preparation by teacher
3. Initiation (Motivation)
4. Provision of background information
5. Teacher-pupil planning
 - a. whole class
 - b. in groups
6. Group work—for example, fact finding and construction
7. Reporting
8. Consolidation and evaluation
9. Culmination
10. Later review and use of information

SAMPLE STUDIES

I. What We Mean by Sample Studies

DEFINITION

"A sample study is a study **in depth** of a socio-economic unit in its broader geographical setting. Such a socio-economic unit might be, for example, a farm, a factory or a mining village." From the sample study, generalizations about the whole region or industry can be suggested.

CHARACTERISTICS

1. The pictorial representation of the area contains considerable details. The greater the detail in the pictorial representation, the closer to life will it be.
2. Generalizations are made from the study wherever possible and generalizations about a small segment are probably true of much larger regions such as continental or world regions.
3. Up-to-date materials must be used to introduce a sense of "immediacy" into the study.—Robertson and Long. *Sample Studies*, Geography XLI, Part 4, November 1956, p. 250.
4. A suitable sample is representative of the industry of which it is a part.

MATERIALS NECESSARY

1. Pictures, maps, diagrams, sketches, statistics, tactile materials, prose description and poetry. The greater the use of teaching aids, the more accurately will the child imagine the unknown place or "sample" he is examining.

Personal, intimate and realistic pictures of life are not found in the pages of a textbook.

II. Advantages of the Sample Study Approach

1. The children are not yet able to understand studies of large areas or systems beyond their immediate or physical experience.
2. The sample study approach serves as the starting point for broader investigation.
3. The child gains a truer picture of the complex working of geographical factors from the detailed study of a small region.
4. The sample study lends itself to the inductive method of learning.
 "In one sense the elementary school child is a true geographer unto himself. In his play and experiences around his

neighborhood, he is constantly enquiring, discovering, reconnoitering and reassessing in his mind the varied phenomena he encounters. His experiences are practical and his knowledge is intimate and minute. He learns of his surroundings, as it were, through the soles of his feet . . . his vivid experiences and observations are a constant source of reference for the geography teacher. . . . "Educators have been stressing for a long time the inductive process of teaching, the necessity to proceed from what is known to what is unknown. This process is particularly apposite in the context of the child's home-area knowledge, both in the sort of material examined and in the areal size of the sample study. On a global scale, the child sees only a minute segment of reality in his home area. If he is to comprehend more fully other segments of reality in the unknown, it is reasonable to assume that these segments should be as close in areal size and kind of detail as the segment he knows. If a sample study approach is used, more purpose is given to local area studies for they can be used more demonstrably as a yardstick to measure other places by."¹

III. Characteristics of Instruction

1. Up-to-date references must be used.
2. Real experiences (field studies) are most effective.

THE EJIDO IN MEXICO—A CONTRAST IN LAND TENURE

(This Sample Study is suitable for a committee of capable pupils in Grade IV)

DEFINITION:

An ejido (pronounced ā hē dō) is a community or village together with its communal lands granted by the Federal Government of Mexico.

Usually the ejido consists of 20 to 100 families, but a few have over 1,000 families. The land may include croplands, pasture and forests.

The size of the land varies according to the number of families.

The law provides each family with 10 hectares of irrigable land or 20 hectares of non-irrigable cropland. One hectare is equal to 2½ acres. Forest and pasture lands must be left as communal lands, but the tillable lands are nearly always broken up into family plots called parcels. The head of each family is known as an "ejidatario".

The right to this plot can be inherited by

3. The teacher must contrive classroom substitutes for real experiences.
4. The teacher must provide source materials and pose problems that build up a body of integrated content relevant to the area of study.
5. Where there are gaps because of unavailability of source materials, the teacher must supply this information.
6. The sample study involves group work, and formal class work. An example of elements of a sample study is included. The study on the Ejido in Mexico has been written down to the Grade IV level of reading.

Teachers will find many ideas in such books as *Canada: A Regional Geography*, Tomkins and Hills, Gage 1962, \$3.50.

Two methods which may accomplish results similar to those achieved by the sample study are:

1. A "traverse"—this is a "journey technique" in which the landscapes en route are described and the differences pointed out.
2. A "movement outwards"—this method takes one segment of a sample study and follows it through in detail. For example, if the sample study has been a prairie wheat farm the children may follow the course of the grain through all its stages from the wheat field to the consumer.

the man's wife (widow) and then by the eldest son.

There is a great celebration when a community receives its land. Each ejidatario shakes hands with the governor as he receives an elegant document with the official seal of Mexico and the signature of the president.

The ejidatario cannot sell, rent, mortgage or give away his parcel of land.

All the ejidatarios form an assembly which chooses a committee with a president, a secretary and a treasurer. This executive committee (ejidal comisariado) administers the affairs of the community. A three-member council (consejo de vigilancia) reviews the actions of the executive committee.

The ejido idea developed from Indian times when each community had its communal lands for cropping, timber and grazing. A similar system existed in Spain.

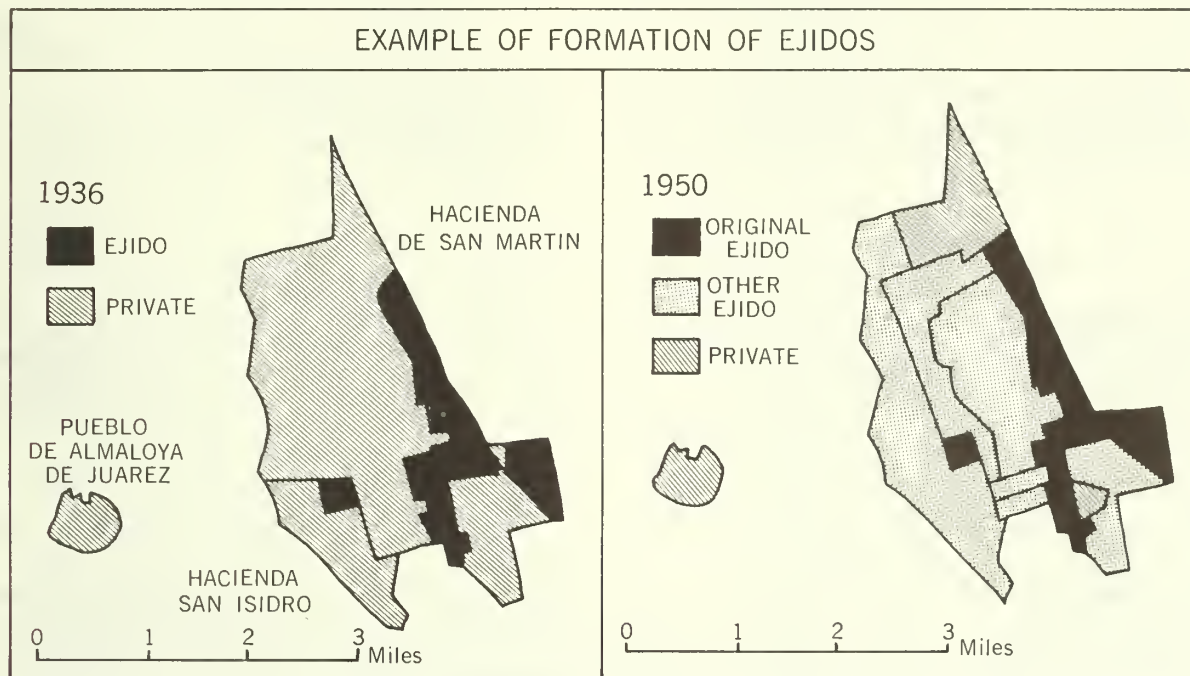
The Spanish established a system of land-holding villages as well as the large, private "haciendas". Soon these large haciendas took over village lands and set the stage for revolution. By 1900, very few Mexicans owned their own land and by 1910 the Mexican peasants began to rally around the slogan "land and liberty".

Reforms were brought about early in 1915 and the diagrams which follow show how much

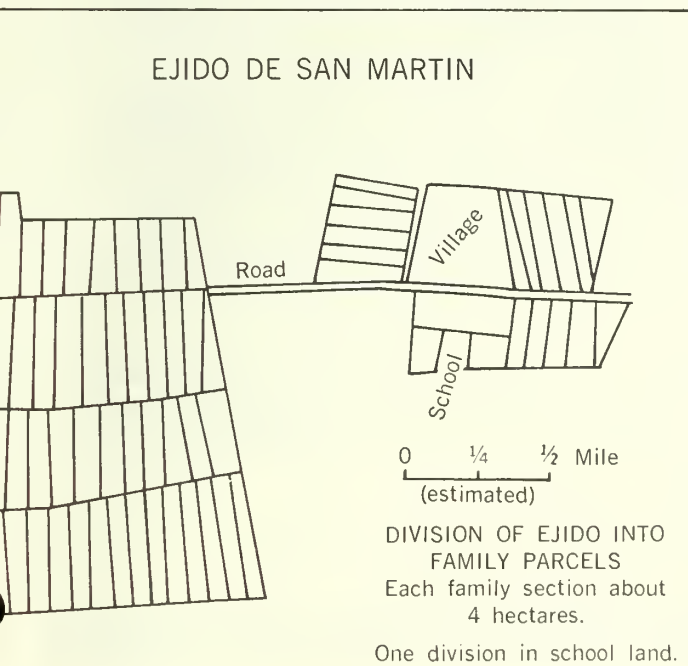
land has been granted to the farmers.

The amount of land that private owners may select and keep is limited and private land may be claimed if it surrounds a community. Changes were slow for twenty years but Lazaro Cardenas speeded it up when he became president in 1934.

The diagrams below show how the Haciendas San Martin and Isidro were broken up into ejidos after Cardenas speeded up reforms.



The following diagram shows a typical ejido.



The movement to create more ejidos is continuing.

Problems and Conclusions

Lands that are broken up into small strips do not produce such big crops as the larger fields. Some private lands have produced twice as much per hectare as ejido lands.

For example:

1. Seven hundred and forty-nine pesos per hectare for crops on ejido lands compared with 1,512 pesos per hectare for crops of private lands.
2. The income per man-year on ejido lands totalled 4,607 pesos compared with 10,795 pesos on private lands.

Comparison of Crop Yields per Hectare (in Kilograms)

	Ejidos	Private Land under 5 hectares	Private Land over 5 hectares
Corn (alone)	741	908	855
Wheat (irrigated)	875	987	1,184
Beans	353	599	427
Cotton	889	1,159	999

The ejido farmers are not making enough money to buy good seed, fertilizers and other supplies.

Too many farmers on too little land.

The laws should be changed to allow some good farmers to have larger parcels of land and to remove those who have little interest in farming efficiently.

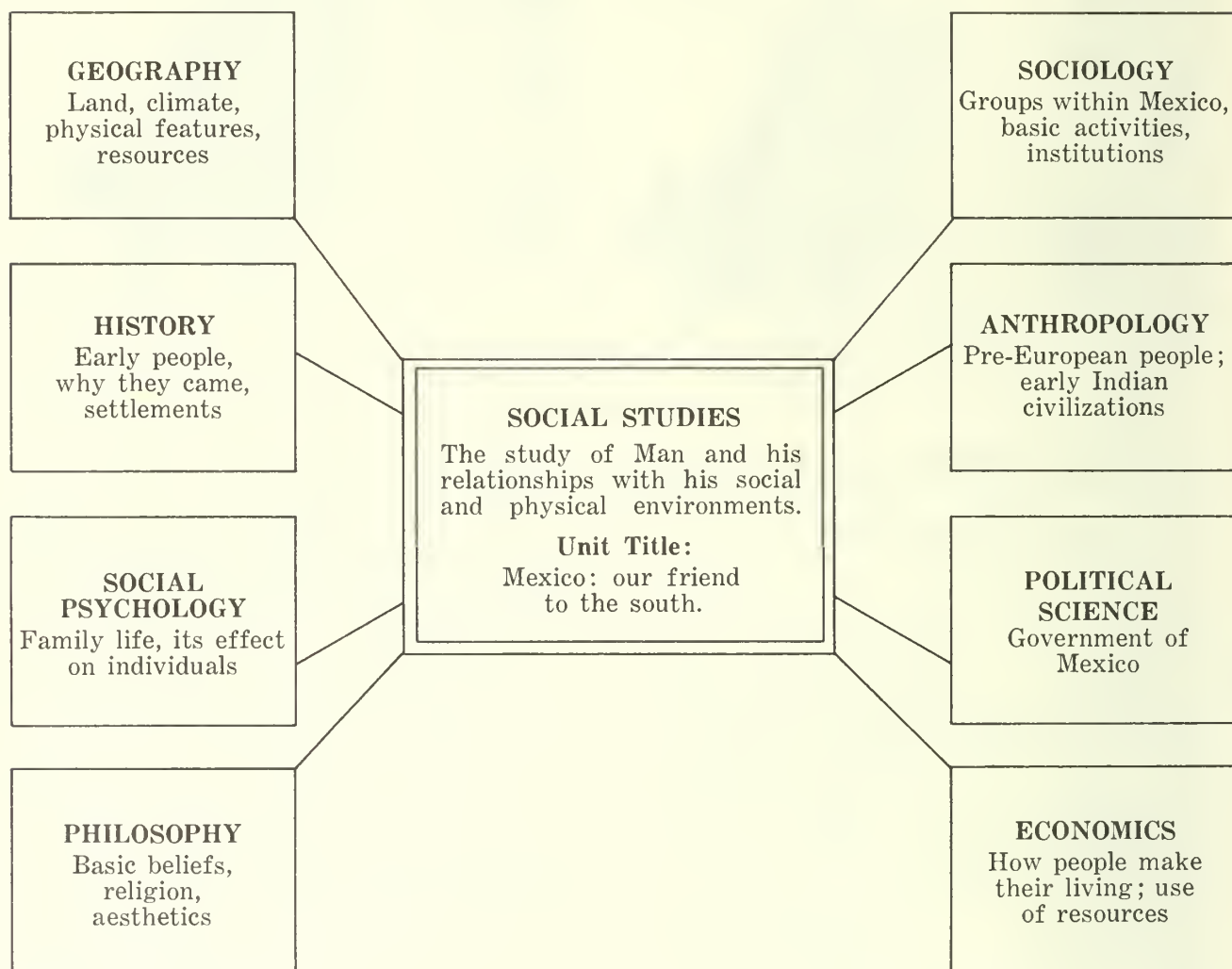
Many of the peasants (composinos) know very little about the science of farming and they are too poor to pay for advice.

Activities

After some class discussion, assign the material to a capable reader who may be the leader of a group.

Through group discussion get the pupils to agree on the following activities:

1. Report to the entire class using enlarged diagrams.
2. Reconstruct the Ejido de San Martin (draw to scale).
3. Experiment with bean crops using fertilizer and irrigation with one planting but no fertilizer and "sprinkling" with another.
4. Consult a district agriculturist (provincial government) about his role in improving production.
5. Suggest ways in which Canada could assist Mexico.



The diagram indicates how a study of Mexico includes the basic concepts of the social studies, drawing material from many of the social sciences. Jarolemik, J. J., *Social Studies in Elementary Education*, Macmillan, New York, 1963.

CURRENT EVENTS

I. Place in the Program

- a. A few minutes per day throughout every grade with occasional longer periods where a full discussion or the provision of background information is necessary
or
- b. Concentrated attention to those aspects of the news which are relevant to the enterprise in progress
or
- c. A combination of a and b.

In primary grades, group conversation with appropriate chart-making about current events or enterprise topics might well replace "show and tell" sessions.

II. Problems

A. Teachers' Sources

In most areas only a single newspaper with scant foreign news coverage is available to the teacher. Few teachers find regular time for reading in the scholarly journals. Certain popular news magazines such as *Time* are so slanted as to be of only limited value for newspaper supplement. The more professional teachers will probably therefore select, for their own reading, magazines or newspapers which have off-setting biases. Some which serve this purpose could be selected from the following: *Macleans*, *Canadian Commentator*, *New Statesman*, *The Economist*, *Time*, *Newsweek*, *The Observer* (London), *The New York Times*, *U.S. News and World Report*, *The Soviet Union* and *China Reconstructed*.

It is, of course, desirable that the teacher have a broader than average background that will make current events meaningful.

Especially useful pamphlets are *Focus* published by the American Geographic Society, and *Behind the Headlines* published by the Canadian Institute of International Affairs, 230 Bloor Street West, Toronto, Ontario.

B. Children's Sources

Bias, miscellaneous coverage and inherent difficulty of the text are major

obstacles to news gathering from press, radio and television. The following devices have been found to be helpful with Division II:

1. Placing of children in "specialist" groups to concentrate on news gathering within specified areas, e.g. Our Town, Ottawa, United Nations, India, etc.
2. The arrangement and use of well-organized bulletin boards and scrap-books with key events underlined, names and locations featured, etc.
3. Frequent review of salient geographic facts for areas of most concern.
4. Maintenance of a portrait gallery of men in the news.
5. Use of supplemental visual materials, filmstrips, pictures, etc.
6. Development of a deliberate training program in the recognition of bias especially in headlines. The reading guides can assist here.
7. Training in isolating news of most importance.
8. Supplementary reading program in related fiction and reference works and in children's news magazines. No Canadian magazine is available yet. Of the American ones, *My Weekly Reader*¹ (for all grades) is probably the most suitable.
9. Correspondence with children overseas can enrich the pupil's awareness of life and events in other countries. Refer to: Overseas Correspondence Department, United Nations Association of Canada, 329 Bloor Street West, Toronto 5, Ontario.
10. An excellent handbook, *Teaching About the United Nations* (Grades I-VI), can be obtained from the above address for 50 cents.

Children can find great pleasure in their command of the news especially if daily attention is maintained and they are assisted skilfully with the difficult task of learning to find their way in the daily press.

1. Issues which contain articles on American history and American slanted news should be used with discretion.

PLANNING FOR CHILDREN OF VARYING ABILITY

Even with streaming of classes variations in pupil interest and achievement occur and as a result some provision must be made for individualized instruction. Planning for children whose ability varies requires skill on the part of the teacher who must encourage initiative, self-evaluation and a sense of responsibility. The classroom situation must provide both a challenge to the gifted child and help for the slower pupil.

In general the following should be kept in mind:

1. There should be a continuity in the program planned for each student.
2. Certain basic values, principles and ideas should be known to all of the students.
3. Students should learn to analyze the data gathered at whatever level of development they have reached.
4. Gifted children who are able to generalize about their own community can apply some of the generalizations to far-away places.
5. A wide variety of references of varying difficulty should be available to the class.

Gifted students should, after sources of information are identified by the teacher, gather data and evaluate their progress as they go along. Less-talented pupils may gather information by observation and by contact with resource persons.

A study such as "Our Community Then and Now" is one in which gifted pupils in Grade III may read many of the available books on pioneer life while the less-able pupils can gather data on present-day characteristics of the community by observation and direct interview.

A unit on folk tales may lead the capable students to read new material and study the countries where the tales originated. An interesting exercise involves contrasting and comparing two versions of the same story. Less-able pupils may read many fine folk tales in the basic readers.

Charts and graphs may be used by the more gifted to supplement their reports and the construction of these offers a challenge. Arithmetic skills too may be used in the post office or the store in the primary grades and in problems dealing with trade in the upper elementary. Quantity as well as quality may vary. Gifted children should be able to produce a large quantity of work and the quality of concepts should be above average.

I. Reading

For reading material the teacher may have to rewrite some of the difficult reference material to the level of the slower

pupils. She should also see that there are some simplified references for them. For the more advanced group she should obtain as much free and inexpensive material as possible, look for related poems and stories and keep a check up on periodicals for additional help.

II. Activity Work

For the sake of the slow learner audio-visual material, field trips and resource people will be helpful. The slow-learner activities tend to be primarily sensory-physical while the fast learner can take in his stride activities which are mainly intellectual. Each child should be given an opportunity to try a variety of activities to promote learning. Bright children may need more than just a larger share of the assignment that has been taken on by the group. The requirements should vary from marginal quality work for slow learners to high quality for rapid learners.

III. Level of Concepts

Within the same enterprise are ideas of varying levels of complexity as in the following example:

The policeman sometimes directs traffic.
Laws are made primarily to protect people, not to limit them.

He checks upon violaters of traffic regulations.

People must give up some of their freedom in order to make life safe for everyone.

He walks down all the main streets to see that all stores are safe and that there is no disturbance on the street.

It is the duty of a citizen to be of help to the policeman and never to hinder him in his work.

He tracks down thieves and law breakers.
If people all believed in the importance of the law there would be little need for policemen.

Wrong doers work a hardship on the rest of society causing them expense and inconvenience.

IV. Supervision

Slow learners need much guidance and clearly defined, short-range goals. Rapid learners are more independent and prefer long-range goals. The manner varies in which learning is done and the interest in learning itself varies greatly.

A. For Slow-Learning Children

1. Provide for first-hand observations and experiences.
2. Assign simple tasks and short-range goals.
3. Do not expect much in the way of initiative or ability to plan far ahead.
4. Do not expect the students to be able to grasp abstract concepts.
5. Relationships and generalizations will be difficult for them.
6. Expect less creative thought.
7. Be patient and encouraging. Make much of their achievements. Make them feel happy and successful.
8. Think of the things each pupil will need to know. Think of ways to emphasize and practise items of health, safety and the basic ideas of social studies.
9. Make them conscious of progress.

B. Gifted Children

1. Be sure they have a wide range of reference books.
2. Activities should involve making of generalizations, critical thinking, relationships between ideas, etc.
3. Opportunities for individual research

and experimentation should be provided.

4. Enlist interest in special projects, in original reporting, discussion and dramatization.
5. Socially and physically some of these students may lag. Watch to see that their needs are met.
6. Enthusiasm for their suggestions and guidance and suggestions on the part of the teacher may all be needed at times.
7. Give responsibility to these students for their share of a project.
8. Let them have opportunities for leadership in planning displays, oral reading, group reporting, etc.

The gifted child will not remain interested in this work if he is doomed to silent research on all assignments.

The important aspect in developing programs for the able students is provision of complex learning tasks rather than larger amounts of work suitable for the average student.

There should be close relationship between the social studies and other parts of the curriculum. In science, there are many stories of the lives of great scientists that form a useful background of knowledge for both the slow and the rapid learner.

CHAPTER VII – EVALUATION

The Objectives of Testing

When a teacher plans a single test, or his whole evaluation program, he should know what he is testing, and why. He should ask himself a number of important questions:

- A. 1. What are the objectives of the course, and how is the content related to them?
2. How can a test be devised to measure student competency in reaching the objectives and in mastering the skills and content?
3. What must a student be able to do to indicate that he has acquired the requisite knowledge, understandings, skills, attitudes, and appreciations?
- B. 1. How will the results be used to rank students?
 - to discover strengths and weaknesses?
 - to measure overall class performance?
 - to aid the teacher in instructional planning?
 - to do all these things?

Obviously, a valid test should examine the objectives of the course, and should parallel the work of the class sessions, therefore, the test items should be designed to cover each of the important sections of the unit on which the students are to be examined. To assure such validity a written plan is usually required.

Reliability and Validity of Tests

A well-planned test must have reliability. It should be structured so that any competent teacher of the subject being tested could grade it. The scoring of answers should not be dependent upon the whims or personal emphases of the marker.

In addition, a well-structured test should have validity. If the material tested is not a representative sample of the whole of the content and objectives of the course, the test cannot be termed a valid one.

The Scoring of Tests

Teachers should exercise due caution when administering and scoring tests. It is not advisable to allow students to mark the essay type of test.

The Objective-type Test

This type of test, if carefully prepared, can be used to evaluate a student's store of knowledge, extent of vocabulary, establishment of understandings, application of principles, and ability to interpret data. It can cover a large

number of separate items in a short amount of time, and so encourages pupils to build up a broad background of content in preparation. However, as it requires that the student select a correct response from a number of options, it may tend to structure his thinking to conform to the provided patterns. This type of test is time-consuming in preparation, but it can be scored quickly, revised, and re-used in succeeding years.

When constructing the multiple-choice objective type test items:

1. Keep the reading difficulty to a minimum, avoiding ambiguous or tricky phrasing.
2. Avoid giving a clue in one item which will give an answer to another, or devising an item which is dependent upon another for its solution.
3. Formulate the problem clearly and concisely in the stem of the item, omitting trivia, but including as much as possible in the stem of the item.
4. Express the alternatives in parallel form, making sure that all are plausible, and that they are all grammatically consistent in form.
5. Avoid the use of a pair of opposites as options if one of the pair is the correct or best answer.
6. Use the negative sparingly in the stem.
7. Avoid making the correct response consistently longer or shorter than the other alternatives.
8. When testing the understanding of a term, place the term in the stem, and list the descriptions as alternatives.
9. Limit the use of "all of these" or "none of these" as an alternative. If used these terms should be distributed proportionally.
10. Use four or more plausible alternatives.

Example of Multiple-Choice Test Items

EXAMPLE 1—(It is assumed that this is the sixth item on the test)

6. Magna Charta is important to us because it
 - (a) Set up trial by jury in England.
 - (b) Stated that parliament must decide what taxes are to be collected.
 - (c) Made it clear that even the king must obey the law.
 - (d) Guaranteed that all men would be free.
- (Only (c) is correct) 6.

EXAMPLE 2—(It is assumed that this is the seventh item on the test)

In the space at the right write the letter of the word that most nearly expresses the meaning of the underlined word.

7. Plateau

- (a) The top of a mountain range
- (b) An extensive plain
- (c) A large area close to Banff
- (d) Fairly flat high land

7.

EXAMPLE 3—(It is assumed that this is the fourteenth test item)

14. The population in Canada in 1963 was closest to
- (a) 1,700,000
 - (b) 18,000,000
 - (c) 17,000,000
 - (d) 180,000,000
 - (e) 19,000,000

Examples of Matching Questions (Note that the spaces for recording the answers may be placed on the right-hand side of the page, in straight vertical order, to facilitate speedier marking. Younger children can be asked to draw lines to connect the matching pairs. Fewer items would be used with younger children).

Explorer

Importance to Australia

- | | | |
|----------------|--|---------|
| 1. Cook | A. Sailed close to northern Australia | a. |
| 2. Dirk Hartog | B. Was first European to cross the Pacific | b. |
| 3. Flinders | C. Sailed right round Australia without seeing it | c. |
| 4. Dampier | D. Was the first to think Australia fit for settlement | d. |
| 5. Magellan | E. Sailed round Australia | e. |
| 6. Torres | F. Was the first European to see Australia | f. |
| 7. Tasman | G. Was the first Englishman to visit Australia | g. |
| 8. Drake | | |

When constructing True-False test items:

1. State clearly, in the directions, that the student will be penalized for incorrect answers (for example, using a right-minus-wrong-answers type of scoring).
2. Make certain that each item as phrased is unequivocally true or demonstrably false.
3. Avoid the use of such specific determiners as "all", "always", "no", or "never"; and such indefinite terms as "in most cases", "greatly" or "frequently".
4. Avoid items that include more than one idea in the statement, or that depend upon one insignificant letter, word, or phrase for the correct response.
5. If possible, use positive, rather than negative, statements.

When constructing matching type test items:

1. Use not more than ten nor fewer than five items in a list.
2. State clearly if an answer may be used more than once, and what the basis for matching is.
3. Make each matching exercise homogeneous. (For example, avoid combining items on terms and definitions with items on principles and illustrations).
4. Place all items belonging to a question on a single page.
5. Increase difficulty by including more items in one list than in the other.
6. At the top of both columns place short, definitive titles.
7. Use single words or short phrases for the items of the one list to which the other items are to be matched.
8. Reduce the mechanical difficulty of a question by arranging the items of the one list in some logical order (e.g. chronological, alphabetical).

SPECIAL NOTE: TRUE-FALSE TESTS ARE NOT AS VALID AS THEIR FREQUENT USE WOULD INDICATE, AND TEACHERS ARE ADVISED TO MINIMIZE THEIR USE.

When constructing short-answer or completion type test items:

1. Place the blanks near the end of the statement so that the problem is defined before the student reaches the question (or questions).
2. Omit key words (or phrases) only. Too many blanks may involve the student in needless guessing.
3. Avoid vague terms, the blanks of which may be filled in with indefinite terms.
4. Indicate the type of response required by careful attention to syntax.
5. Use a standard-sized blank for all items whether of word or phrase length. (e.g. twenty spaces for typed tests).

Examples of Completion Questions

Example 1—Two important processing industries common in agricultural regions are and

Example 2—The ratio which expresses a comparison of the population of Alberta with that of Argentina is

SPECIAL SOCIAL STUDIES TESTS

A. Chronology

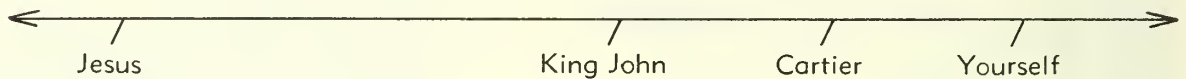
Test types suggested previously may be used but in addition knowledge of the sequence of events can be tested by such questions as the following:

Example 1—Circle the names of the people who lived at the same time as one another.

Cabot, Columbus, Queen Elizabeth I, King John, Champlain, Shakespeare

Example 2—Write the names of the following people in the correct gap on the time line.

Alexander the Great, Champlain, Cabot, Columbus, William the Conqueror



B. Reference Skills

Systematic compilation on separate cards of questions which can be answered from the resources of the school library will allow the teacher to give simple reference tests of graded difficulty which will test the pupil's ability to:

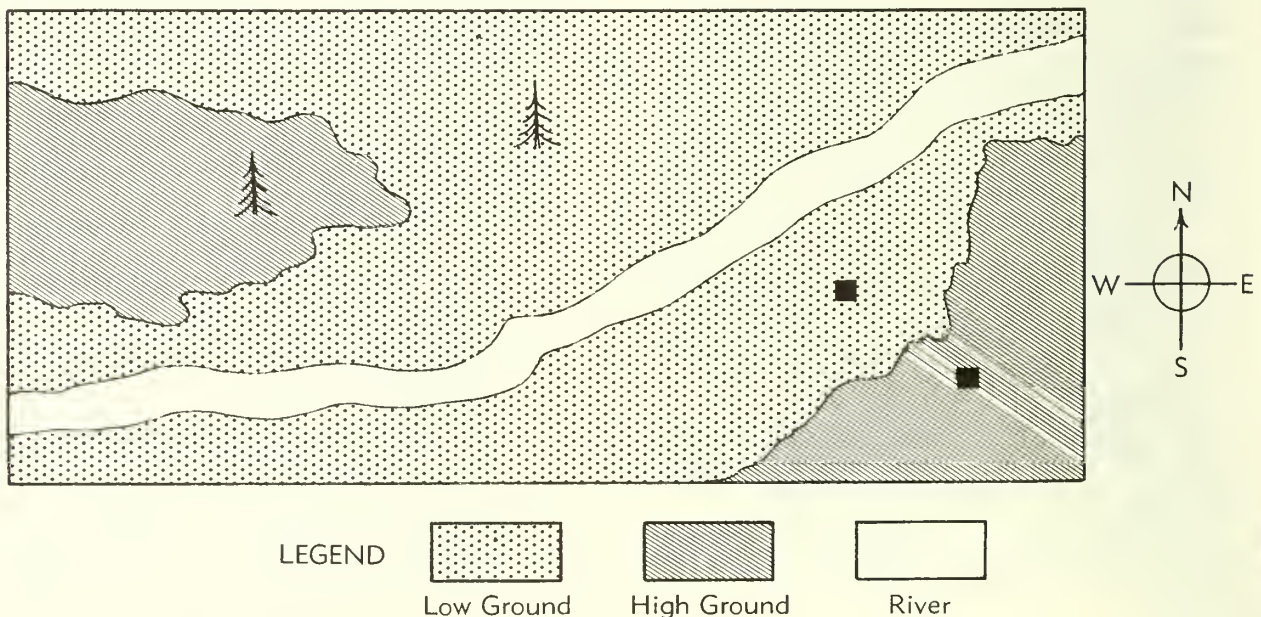
- (a) Locate a topic in the card catalogue
- (b) Locate books on shelves using the catalogue number
- (c) Use index to locate several references in the one book
- (d) Use the different reference systems of encyclopedia
- (e) Use standard references such as yearbooks
- (f) Locate and read appropriate maps
- (g) Locate and read appropriate tables of statistics and graphs
- (h) Locate and read pictures.

C. Map Reading

All tests from Grades III to VI should include map reading skills tests which are devised by the teacher to test the growth in skills planned for each enterprise. Some examples follow:

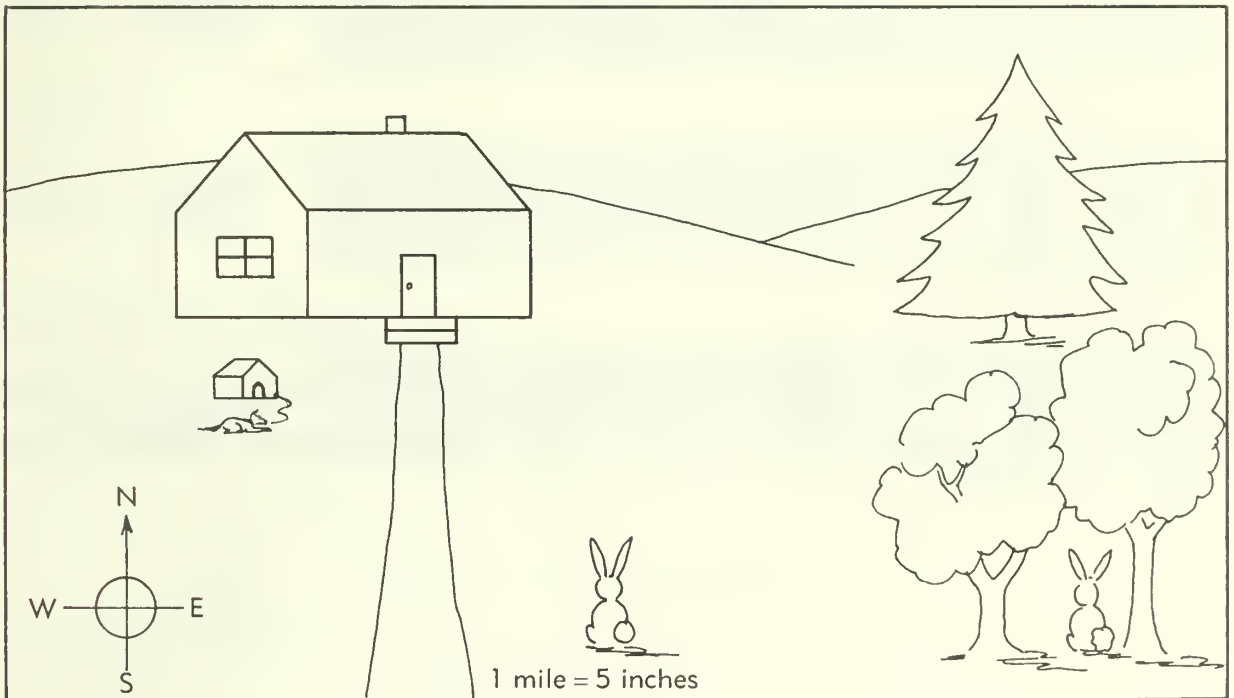
FOR GRADE III

Part 1



1. Color the river blue and finish the legend.
2. Pretend that you are on the north side of the river. Put an X at the place where you would stand to get the best view of the river.
3. Imagine that you are on the south side of the river. Put (X) at the place where you would stand to get the best view of the river valley.
4. Put a circle ○ around the tree which is on the highest ground.
5. The squares □ are houses. Draw a circle around the one on the highest ground.
6. Draw a boat in the river so that it is sailing from west to east.
7. a. The source of the river is in the west. Would it be easier to sail east or west?
b. Tell why: _____

Part 2

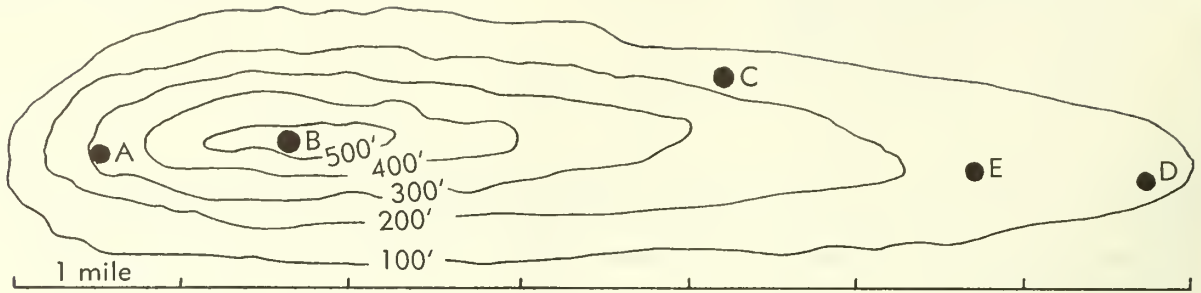


—Adapted from tests prepared by Mrs. Eileen Teske

1. If a boy came out of the house and walked down the steps, what direction would he be walking? _____
2. If the boy turned and walked toward the fir tree what direction would he be going? _____
3. How many miles is the dog house from the trunk of the fir tree? _____
4. About how far are the two rabbits apart? _____

NOTE: (a) Color stencils used on the spirit duplicator are more effective than black and white for young children.

(b) Question 4 requires a calculation which only superior Grade III pupils are likely to attempt.



Study the contour map above and answer the questions that follow. Place the **NUMBER** of your choice in the space at the right.

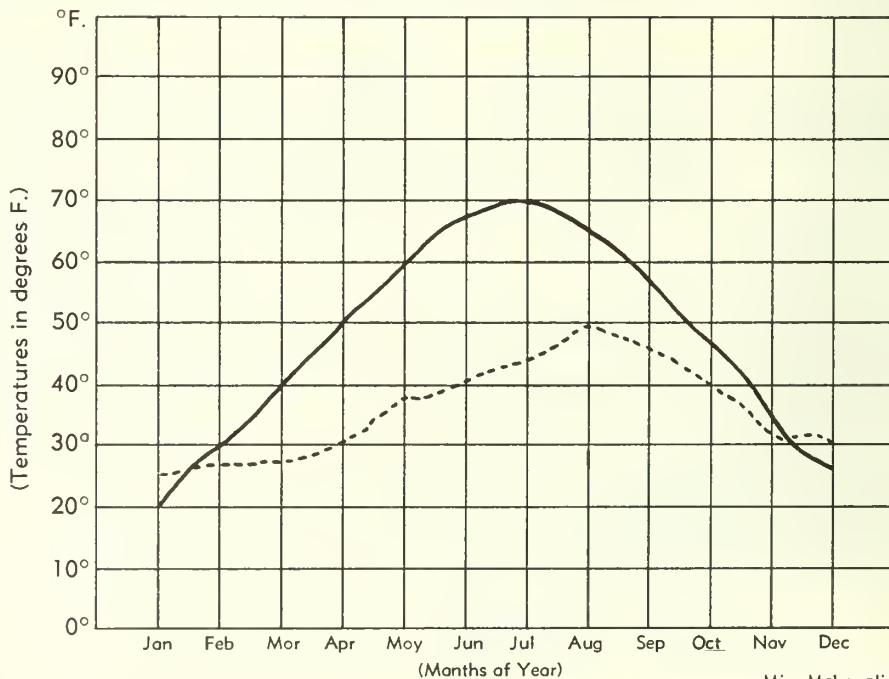
- (a) If this were a forested area, at which point would you build a fire look-out station? ()
 (1) A (2) B (3) C (4) D
- (b) If you were an engineer in charge of building a highway, between what two points would you experience most trouble? ()
 (1) ED (2) CE (3) BC (4) AB
- (c) If you were standing at Point C, the place you would be least likely to see would be ()
 (1) A (2) B (3) E (4) D
- (d) It would not be possible for a stream to flow through the three points in the order shown ()
 (1) ABC (2) ACE (3) BCE (4) CED

D. Reading Graphs

Example 1: The following graph is drawn to show the average monthly temperatures recorded in Vancouver and Prince Rupert.

The heavy line represents the average temperatures during the months of the year in the city of Vancouver.

The dotted line represents the average temperatures during the months of the year in the city of Prince Rupert.



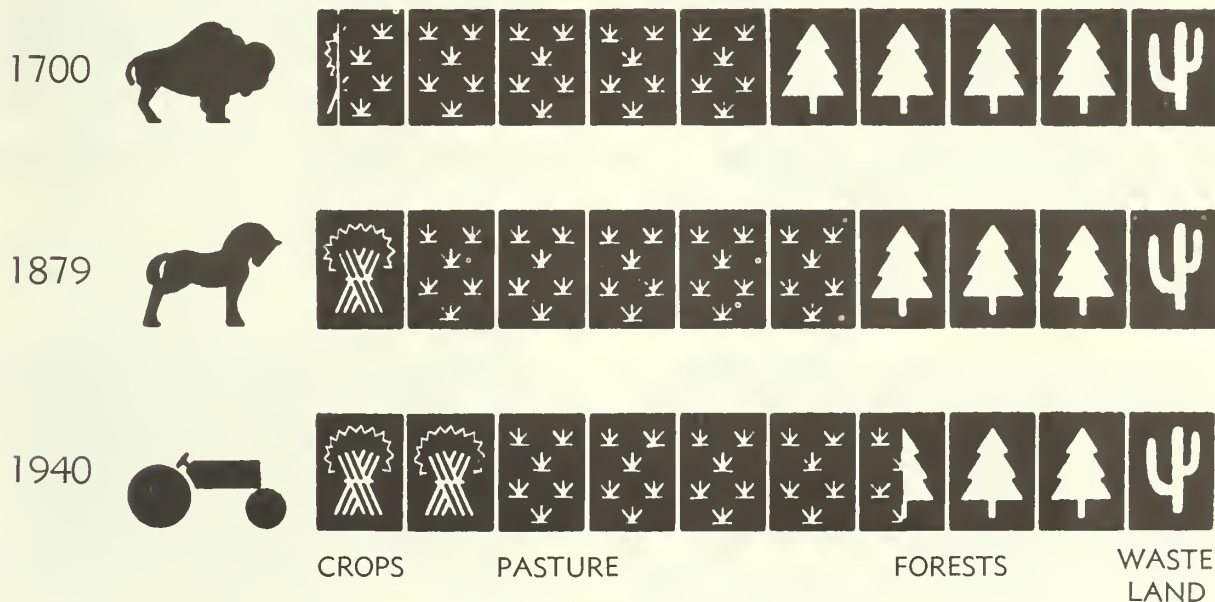
—Miss McLaughlin, Calgary

1. During what two months is the average temperature higher in Prince Rupert than in Vancouver?
_____ and _____
2. What is the highest average temperature recorded in Vancouver during the year?


3. During what month is the highest average temperature recorded in Vancouver?

4. What is the difference in average temperature recorded in these two cities during the months of April _____
March _____
June _____
5. What is the lowest average temperature recorded on the graph?

Example 2: The chart below shows changes in the use of land in the United States since 1700.¹



Each symbol represents 200 million acres

1. Why is this  a good symbol to show pasture lands on the chart?
 - (a) There are many trees on pasture lands
 - (b) It looks like the grass on pasture lands
 - (c) Pasture lands are used for growing grain
 - (d) It is smaller than the trees
2. How many acres of crop land were there in 1940?
 - (a) 100 million acres
 - (b) 200 million acres
 - (c) 400 million acres
 - (d) The chart does not tell
3. In which of these years did the United States have the most acres of trees?
 - (a) 1700
 - (b) 1879
 - (c) 1940
 - (d) The chart does not tell

1. _____

2. _____

3. _____

¹. Modified from SEQUENTIAL TESTS OF EDUCATIONAL PERFORMANCE, Social Studies, copyright 1956, 1957, Co-operative Test Division, Educational Testing Service, Princeton, N.J.

4. What land has not changed its area?
 - (a) Forests
 - (b) Crops
 - (c) Wasteland
 - (d) Pasture
5. In what year was there the largest area of pasture?
 - (a) 1940
 - (b) 1879
 - (c) 1700
6. Which area has been reduced to allow more crops to be grown?
 - (a) Wasteland
 - (b) Pasture
 - (c) Forests

4. _____

5. _____

6. _____

Essay Type Test

While the extended essay of the secondary school is inappropriate for the elementary grades, children's own composition gives evidence of ability to relate and organize ideas. Our example for Grade III appears on page 9, question 7b. Another, appropriate to Grade V curriculum follows:

Example: Write a paragraph to explain why it is difficult for Argentina and Alberta to trade with one another.

In grading essay-like tests it helps to limit the scorer's unreliability if a rating scale is made out in advance, and if the expected points are listed.

EVALUATION BY OBSERVATION

The Creative Arts Reveal Understanding

All the creative arts should be thought of as serving the evaluation program in addition to their other purposes.

In these classrooms where children are permitted to express themselves fully in oral language, in dramatics, in painting (though not where they color outlines), many misunderstandings reveal themselves to the observant teacher—Columbus will consult his wrist watch, or King John will switch on the lights, or girls will be found competing in a painting of the Greek Olympic Games. The alert teacher can observe these errors and correct them at an appropriate time.

Observation of Behavior

The social studies-enterprise aims at the development of certain patterns of behavior. Therefore, the teacher's observation to check the success of this development should be systematic, although it cannot be fully objective.

Mimeographed check sheets listing the names of the pupils and the traits desired if scored frequently will reveal a pattern of performance.

Self-Evaluation by Pupils

The ultimate purpose of our teaching is to produce the citizen who has established appropriate standards, both academic and non-academic, and can measure the extent to which he

conforms to those standards. Hence considerable attention should be given to developing habits of self-evaluation. Group reports should be evaluated by both the reporters and the class in addition to the teacher. At many stages, reference work, group behavior, written English, etc., may all be evaluated by individual or group discussion, especially if the class has compiled charts setting out the appropriate criteria.

Check List for Group Reports

Example:

1. Did we answer all the questions we planned?
2. Did we have an interesting introduction?
3. Did we know a good number of important facts?
4. Did we have a good summing-up sentence?
5. Were our pictures and maps large and clear, and easy to see?
6. Did everyone contribute?
7. Was the class interested?

For Further Reading:

1. Michaelis, *Social Studies for Children in a Democracy*, Prentice Hall, 1963.
2. National Society for the Study of Education, *The Measurement of Understanding*, The Forty-fifth Year Book, University of Chicago Press, 1964.

CHAPTER VIII – THE ROLE OF THE ADMINISTRATOR

The administrator, as the local professional leader of education in all its aspects, is responsible for the over-all development of the social studies-enterprise program throughout his administrative area. He should be aware of current trends in teaching methods; and he should assume responsibility for guiding instruction in accordance with sound basic principles.

The administrator should take responsibility in the following areas:

1. Materials

- a. Provision of classroom equipment necessary to the proper development of the social studies-enterprise program.
- b. Promotion of the development of a professional library which should be available to teachers at all times and which should contain professional texts, periodicals, and journals related to social studies. He should also promote the development of a central library in each school.

2. Improvement of Classroom Instruction

- a. Giving assistance and advice rather than merely examining and inspecting.
- b. Initiating and carrying through the evaluation program. It should be carried out in terms of objectives and take account of the methods used, individual activities, and general results. The main purpose of the evaluation should be to point out weaknesses in the planning, to indicate better ways of conducting the program, and to lay the foundation for future planning. If system-wide testing is allowed to em-

phasize factual information it can have a disastrous effect on the social studies-enterprise program.

- c. Organizing and promoting in-service training projects such as social studies workshops, grade level meetings, lectures and institutes.
- d. Encouraging teachers to develop distinctive classrooms that reflect the work and activities of their classes (not insisting that his own ideas about teaching are the only correct ones).

3. Maintaining High Teacher-Morale

- a. Being easily available to teachers as a consultant at school and in his office.
- b. Creating good working conditions.
- c. Recognizing and using any special abilities of staff members as well as showing recognition of teachers who are trying out new procedures. Encouraging research as a means of improving instruction, at the same time avoiding the misconception that research is a panacea for all educational ills.

4. Maintaining Good Public Relations

Interpreting to the public the place of the social studies-enterprise. Making sure that its importance in the total school program is not underestimated.

The administrator should be aware that "the improvement of teachers is not so much a supervisory function in which teachers participate as a teacher function in which supervisors participate."¹

1. Boulanger, Treffle, "The Changing Role of the School Inspector", in LEADERSHIP IN ACTION, Flower, G. E. and Stewart, K. F., editors. Toronto: W. J. Gage Limited, 1958. Page 132.

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